DOCUMENT RESUME

ED 206 337 JC 810 424

AUTHOR Martorana, S. V.; Broomall, James K.
TITLE State Legislation Affecting Community and Junior Colleges, 1980. Report No. 37.
INSTITUTION Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
PUB DATE Jun 81
NOTE 146p.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *College Administration; Community Colleges; *Educational Finance; *Educational Legislation; Governance; Government Role; Lifelong Learning; National Surveys; Postsecondary Education; State Action; State Aid; *State Legislation; Statewide Planning; Trend Analysis; *Two Year Colleges

ABSTRACT

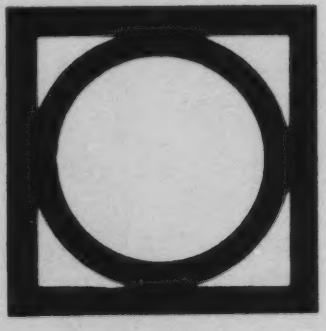
Based upon a survey of the community and junior college state directors in all 50 states and Puerto Rico, this five-part report presents an analytical and descriptive review of state legislation affecting community colleges. Part I discusses study methodology and describes the two survey instruments--one soliciting information on relevant legislation enacted or proposed during 1979 and another requesting supplementary information on the statewide coordination of lifelong learning programs. Part II analyzes findings as they relate to legislation in seven topical areas: (1) financial matters, such as appropriations and capital funds; (2) administrative affairs, for example, those dealing with governing boards and institutional research; (3) procedures and regulations regarding physical facilities and their construction; (4) institutional expansion and name changes; (5) personnel benefits and collective bargaining; (6) student services and tuition; and (7) curriculum, accreditation, and certification. Part III analyzes the legislative intent of the bills affecting community colleges, and Part IV presents summary conclusions, noting, among other findings, the emphasis on institutional or local control. The report concludes with an analysis of the directors' responses regarding the statewide coordination of lifelong learning programs. Abstracts of relevant 1980 state legislation are appended. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED206337

State Legislation Affecting Community and Junior Colleges, 1980

S. V. Martorana and James K. Broomall



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K. Mortimer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 810 424

Prepared in cooperation with the National Council of State Directors of Community and Junior Colleges

Center for the Study of Higher Education
Report No. 37

The Pennsylvania State University
University Park, Pennsylvania

2

June 1981

HIGHLIGHTS OF 1980 STATE LEGISLATION RELATING TO COMMUNITY, JUNIOR, AND TECHNICAL TWO-YEAR COLLEGES

by

S. V. Martorana and James K. Broomall

Dollars, Decision Making, and Accountability

FINANCE and ADMINISTRATION dominated the legislative agenda in 1980. Slightly over 50 percent of the legislation reviewed in 1980 fell into these two areas.

Although the increase in state appropriation growth rates rose slightly in 1980-81 compared to 1979-80, it declined when compared to other previous years.

Administration-related proposals emphasized institutional or local control and decision making and procedural matters.

The "Identity" Question Continues

Legislators increasingly view community colleges more as a unit within postsecondary education or state government and less as a unique educational entity.

This question emerges particularly in states in which the senior university's two-year branch campuses assume some "community college functions" as well as other responsibilities for undergraduate and graduate education: Indiana and Maine are examples.

Massachusetts in 1980; Will There Be Others?

There is a continued legislative interest in the governance of postsecondary education.

Proposals to establish new governing or coordinating boards were introduced in Connecticut, Massachusetts, and Rhode Island; but only Massachusetts enacted the legislation.

Special Populations Receive Legislative Attention

An emergent tendency noted in 1980 was legislation directed toward the educational needs of particular clientele groups. Legislation focused on the senior citizen, the academically gifted, dependents of police and firefighters killed in the line of duty, and National Guard members.

Faculty and Other Personnel Matters Continue to Attract Legislative Notice

As in each of the last three annual studies, almost 20 percent of the 1980 reported legislation was personnel oriented. Retirement and employee benefit issues were predominant. This fact bears further watching as faculty (and the population generally) shows greater proportions of older persons.

Specialized Programs Draw Attention Also

Legislation in the realm of academic affairs focused primarily on occupational and continuing education; and nursing to a lesser degree.

TABLE OF CONTENTS

		Page
LIST OF TABLES		v
FOREWORD		vii
PREFACE		ix
I. INTRODUCTION		1
	Data Collection Procedures	2
	Analytical Procedures	4
	Interpretations and Limitations of the Study	10
II. TOPICAL ANALYSES OF STATE LEGISLATION		13
Area 1:	Finance	14
	Appropriations for Operations	14
	Capital Funds	20
	Financial Procedures	20
Area 2:	Administration	26
	Governing Boards	27
	Process of Policy Formation	28
	Administrative Operation	29
	Coordination	30
	Studies and Surveys	31
	Enabling Legislation	32
	Administrative Legislation and Institutional Autonomy	32
Area 3:	Physical Facilities	36
	Building Codes	36
	Construction Procedures	36
	Facility Regulations	37
Area 4:	Institutional Growth	37
	New Institutions	37
	Institutional Expansion	37
	Name Changes	38
	Restrictions on Growth	38

		Page
Area 5:	Personnel	38
	Employee Benefits	38
	Employee Rights and Regulations	40
	Collective Bargaining	41
Area 6:	Students	42
	Student Rights, Responsibilities, and Regulations	42
	Tuition and Fees	43
	Student Aid	44
Area 7:	Academic Programs	45
	Curriculum	45
	Accreditation and Certification	46
III.	LEGISLATIVE INTENT AND THE IMPACT OF STATE LEGISLATION ON COMMUNITY COLLEGES	47
	Review of the 1979 Findings	48
	Review of the 1980 Findings	51
	Comparison of the 1978-1980 Findings	53
	Conclusion	57
IV.	CONCLUSIONS	59
V.	THE COORDINATION OF LIFELONG LEARNING PROGRAMS	65
	Conclusion	71
NOTES		73
REFERENCES		75
APPENDICES		
A.	Abstracts of State Legislation Relating to Postsecondary Education	77
B.	Index to Legislation	123
C.	Letter of Inquiry	127
D.	Follow-up Letter	129
E.	Lifelong Learning Questionnaire	131

LIST OF TABLES

Table		Page
1.	JURISDICTIONS RESPONDING TO 1980 STATE LEGISLATION STUDY INQUIRIES	3
2.	NUMBER OF LEGISLATIVE ITEMS ENACTED IN 1980	5
3.	NUMBER OF LEGISLATIVE ITEMS PROPOSED IN 1980	6
4.	REVIEW OF 1980 LEGISLATION BY SEVEN MAJOR CONTENT AREAS	7
5.	CLASSIFICATION OF ENACTED AND PROPOSED BILLS BY TWENTY-FIVE SUBJECT CATEGORIES	8
6.	GENERAL APPROPRIATIONS FOR COMMUNITY AND JUNIOR COLLEGES 1976-77, 1977-78, 1978-79, 1979-80, 1980-81	16
7.	FINANCIAL LEGISLATION AFFECTING COMMUNITY, JUNIOR, AND TECHNICAL TWO-YEAR COLLEGES: TYPE OF IMPACT--1980	22
8.	FINANCIAL LEGISLATION AFFECTING COMMUNITY, JUNIOR, AND TECHNICAL TWO-YEAR COLLEGES: TYPE OF IMPACT--1976, 1977, 1978, 1979, 1980	23
9.	ADMINISTRATION RELATED LEGISLATION: TYPE OF IMPACT, 1980	34
10.	ADMINISTRATION RELATED LEGISLATION: TYPE OF IMPACT, 1977, 1978, 1979, 1980	34
11.	INTENT OF LEGISLATIVE PROPOSALS ACCORDING TO EDUCATIONAL OR GOVERNMENTAL SEGMENT AFFECTED	49
12.	INTENT OF LEGISLATIVE PROPOSALS ACCORDING TO TOPICAL AREAS AFFECTED	50
13.	INTENT OF LEGISLATIVE PROPOSALS ACCORDING TO EDUCATIONAL OR GOVERNMENTAL SEGMENT AFFECTED: COMPARISON OF 1978, 1979, AND 1980	54
14.	INTENT OF LEGISLATIVE PROPOSALS ACCORDING TO TOPICAL AREAS AFFECTED: 1978, 1979, AND 1980	55
15.	STATES RESPONDING TO TWO-YEAR-PUBLIC SCHOOL COORDINATION SURVEY	67
16.	PUBLIC POLICIES AFFECTING COORDINATION OF LIFELONG LEARNING PROGRAMS	68

FOREWORD

This report is the sixth in a series generated through the cooperative efforts of the Center for the Study of Higher Education and the National Council of State Directors of Community and Junior Colleges. The continuing cooperative project represents the Center's interest in sustaining research particularly related to matters of state- and system-wide policy, governance, and coordination of postsecondary education. Through a descriptive and analytical review of the relevant legislative activity occurring throughout the states, it is hoped that those interested in postsecondary educational affairs will gain a better grasp of the issues public policy makers believe to be most crucial. Under contemporary circumstances, there can be no doubt that post-secondary educational institutions must be aware of, understand, and take into consideration the activities of state officials and bodies. This document is intended to facilitate that awareness, understanding, and consideration.

The report presents information on state legislative actions affecting community and junior colleges throughout the nation. Not only does it include the factual information reported by the states, but it also contains an interpretative evaluation and synthesis of the major developments occurring in state legislatures. Additionally, it reports the findings of a survey designed to determine the extent to which efforts are being taken to coordinate lifelong learning programs.

The report is structured so that those wishing to gain a broad understanding of legislative matters can do so through a reading of the text while those interested in specific legislative actions can consult the abstracts of the relevant bills and laws. In this regard, any inquiries concerning specific legislative items should be addressed to the appropriate state director. Any comments or observations about the work in general, however, should be forwarded to the senior author, Dr. S. V. Martorana, Research Associate in the Center.

Kenneth P. Mortimer
Professor and Director
The Pennsylvania State University
Center for the Study of Higher
Education

PREFACE

This is the sixth annual survey and analysis of state legislation affecting community and junior colleges. The National Council of State Directors of Community and Junior Colleges and the Center for the Study of Higher Education, The Pennsylvania State University, again cooperatively supported and participated in the project as they have done since 1975.

The coauthors of this report wish to thank the numerous persons and agencies that helped in its production. First, we would like to thank the National Council for its continuing interest and financial support of the project. We hope that this study justifies the Council's past support and encourages it to cooperate in similar, future reports.

Second, the essential roles of individual members of the National Council and their staff in this project need to be recognized. Through their efforts we were provided with the original sources of legislative information that serve as a foundation for this report. We are deeply indebted to them for their cooperation.

Finally, we would like to acknowledge the continued support provided by the Center for the Study of Higher Education, The Pennsylvania State University. The editors would like to thank Betty Meek for her editorial assistance in the preparation of the final manuscript. Especially noteworthy are the conscientious and diligent efforts of the Center's secretaries: Marilyn Downing and Pat Duich. Their assistance was essential in the production of this report.

S. V. Martorana
James K. Broomall
June 1981

660 8

I
INTRODUCTION

This is the sixth annual survey and analysis of state legislation affecting community, junior, and technical/two-year colleges sponsored and produced cooperatively by the National Council of State Directors of Community and Junior Colleges and the Center for the Study of Higher Education, The Pennsylvania State University. The annual report is to provide a service to all persons and organizations that are interested in institutions which serve a community college mission in whole or in part and, therefore, that want to keep closely informed about the latest developments in public policy bearing on these institutions. None of the policy frameworks within which community colleges and institutions like them must operate is exerting as much influence on their operations and programs than that created by state statutory enactments and consequent regulations. That fact is well established in the record of community college education by many studies and by the now over three decades of reports devoted to state legislation affecting community and junior colleges started by the senior author of this report in 1950.[1] Interest and concern among community colleges about the new directions reflected in state-level policy affecting them continue to be high. The need for a consistent monitoring and interpreting of legislation as it takes shape remains essential. The series of annual surveys and reports of which this one is a part is the only study regularly available and devoted specifically to the community, junior, and technical colleges and their role in the American postsecondary education enterprise.

The U. S. Office of Education published studies of state legislation affecting postsecondary education in general from 1957 to 1965. That review was discontinued in 1965, however, and a ten-year hiatus followed in which there was no comprehensive review of legislation. Then, in 1975, the National Council decided to support the reinstitution of an annual review of legislation with a specific focus on community and junior colleges. The Center for the Study of Higher Education at Penn State agreed to participate in this endeavor. Studies of state legislative activity relative to community and junior colleges

subsequently were completed and published for the periods 1973-75, 1976, 1977, and 1978. and 1979. Articles summarizing and/or focusing on specific aspects of these studies have appeared in such publications as Community and Junior College Journal, Community College Review, and Community College Frontiers.

Data Collection Procedures

Work to produce this 1980 report involved a four-phase procedure. Initially, community and junior college state directors in all fifty states and Puerto Rico were mailed a letter on September 4, 1980, requesting copies of bills and/or analyses of 1980 state legislation affecting their institutions and systems. At the same time, the request asked state directors to complete a brief questionnaire focusing on public policies affecting two-year college-public school coordination of lifelong learning programs (see Appendix C). After receiving an initial response from the field, a follow-up request was sent on October 2, 1980 to all state directors not previously responding (see Appendix D). A preliminary report and analysis of the responses were distributed to those state directors attending the National Council's annual meeting on November 3, 1980. Respondents who had provided state information included in the preliminary report were asked to review it to ensure the accuracy of the discussion and data pertaining to their states. Finally, during December 1980 and January 1981, states not having previously responded to the requests for information were contacted by telephone to ensure as complete a response from the field as possible.

The information contained in Table 1 indicates the degree of response. All fifty-one state directors contacted responded to our request for information on state legislation and thirty-eight completed the questionnaire on two-year college-public school coordination of lifelong learning programs. The response to the inquiry regarding state legislation represents a 100 percent rate of response. Those providing leadership for two-year institutions are to be applauded for their cooperation.

Table 1

JURISDICTIONS RESPONDING TO 1980 STATE
LEGISLATION STUDY INQUIRIES

ID#	Jurisdiction	Legislation	Inquiry Concerning Community College Cooperation
1	Alabama	X	X
2	Alaska	X	X
3	Arizona	X	X
4	Arkansas	X	X
5	California	X	
6	Colorado	X	X
7	Connecticut	X	X
8	Delaware	X	X
9	Florida	X	X
10	Georgia	X	
11	Hawaii	X	X
12	Idaho	X	X
13	Illinois	X	X
14	Indiana	X	X
15	Iowa	X	X
16	Kansas	X	X
17	Kentucky	X	X
18	Louisiana	X	X
19	Maine	X	
20	Maryland	X	X
21	Massachusetts	X	X
22	Michigan	X	X
23	Minnesota	X	X
24	Mississippi	X	X
25	Missouri	X	X
26	Montana	X	X
27	Nebraska	X	X
28	Nevada	X	X
29	New Hampshire	X	X
30	New Jersey	X	X
31	New Mexico	X	X
32	New York	X	
33	North Carolina	X	X
34	North Dakota	X	X
35	Ohio	X	X
36	Oklahoma	X	X
37	Oregon	X	X
38	Pennsylvania	X	X
39	Rhode Island	X	X
40	South Carolina	X	X
41	South Dakota	X	
42	Tennessee	X	
43	Texas	X	X
44	Utah	X	X
45	Vermont	X	X
46	Virginia	X	X
47	Washington	X	X
48	West Virginia	X	X
49	Wisconsin	X	
50	Wyoming	X	
51	Puerto Rico	X	X
	TOTAL	51	38

Analytical Procedures

Before beginning a thorough review of the 1980 legislation, the methods and analytical procedures used in compiling the report will be briefly discussed. The quantity and variety of legislation received from the states each year is wide-ranging. In order to organize and present clearly the material to the reader, each piece of legislation was classified according to an established categorical scheme. The approach used this year closely follows that of preceding reports in this series.

Reported legislation was initially classified into two separate categories: that which was enacted and that which was not. Table 2 includes only enacted legislation; Table 3 is a compilation of proposed legislation. Legislation that was introduced but not enacted is included in the report to provide a more inclusive indication of the full range of issues considered by state legislatures. Since some matters are debated for several years before they become law, introduced legislation may provide a portent of future legislative developments.

This report like its predecessors does not cover all the legislation that was introduced but not passed. The criterion used to determine whether a bill is included in this report is that the original legislative committee to which it was assigned must have passed it. Bills rejected by a full chamber or a committee of the nonoriginating house and bills vetoed by a governor are reported. Those bills that died in committee or failed when put to a committee vote were not reported. This approach increases the likelihood that those proposed bills receiving some degree of serious legislative attention are acknowledged.

After categorization according to the action taken on it, each proposal was analyzed to determine which of the seven major areas and twenty-five subject categories it affected. The material presented in Tables 2 and 3 shows graphically the results of these procedures on a state-by-state basis while Tables 4 and 5 portray the data in a national context. This procedure was the same one used in each of the four previous studies.

Although the area and subject categories used in the analysis are intended to be mutually exclusive, any one proposal may address

Table 2 Number of Legislative Items Enacted in 1980

	FINANCE								ADMINISTRATION																PHYSICAL FACILITIES							
	Appropriations	Capital Funds	Financial Procedures				Governing Bodies				Process of Policy Formation				Administrative Operations				Coordination				Studies and Surveys				Enabling Legislation				Building Codes				Construction Procedures				Facility Regulations			
			A[4]	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
				1		1		1	1	1																															
Alabama	6											2							1				1				2														
Alaska	2			1			1				1							1														1								
Arizona	1	1		1		2	3																																	
Arkansas[2]																																								
California	1	1	2													1																				1				1		
Colorado	1																																							
Connecticut	1	1			1	1										1																								
Delaware	1																																							
Florida	2	1	1								1				1	2		1																						
Georgia						4										1		6							1															
Hawaii				2										1	1	1			1			1										1								
Idaho	1	1	1	1																			1	1																
Illinois	2		4	3																																				
Indiana	1																																							
Iowa	1			2			2				1				3																									
Kansas	1		1								1	1																												
Kentucky	1																																							
Louisiana	1																																							
Maine[3]																																								
Maryland	2	1		1											1																		1							
Massachusetts								1																																
Michigan[2]																																								
Minnesota	1							1																										1						
Mississippi	4	1	1		1	1					1			2	1			1																						
Missouri																																								
Montana[1]																																								
Nebraska	2	1												2				1						1												1				
Nevada	1																																							
New Hampshire[2]																																								
New Jersey	1		1				?																																	
New Mexico	4	2	1								1												1																	
New York	2																																							
North Carolina	3	1					2																																	
North Dakota[1]																																								
Ohio	1															1																								
Oklahoma	1																																							
Oregon	1																																							
Pennsylvania	1	1																																						
Rhode Island	1																																							
South Carolina	1															1																								
South Dakota[3]																																								
Tennessee	1	1						1				1		2				6						2																
Texas[1]																																								
Utah	1	1				1																																		
Vermont	1																																							
Virginia	2	1		1		1												3		1				2															1
Washington												3								2																				
West Virginia	1																																							
Wisconsin	1			2												1																								
Wyoming	1		2				1				3																													
Puerto Rico																																								
Legislation	54	15	18	13	2	10	11	3	-	-	9	8	1	8	8	7	1	10	2	3	-	1	3	8	-	1	-	2	-	-	-	-	-	2	2	2	-	1	1	-	-	2
States	36	14	10	8	1	6	6	3	-	-	7	5	1	5	6	5	1	7	1	2	-	1	3	4	-	1	-	1	-	-	-	-	-	2	2	2	-	1	1	-	-	1
				V 15				V 9				V 12				V 15				V 3				V 7				V 1				V 2				V 5				V 2		

[1]No Session
[2]No Relevant Legislation
[3]No Public Community Colleges
[4]Impact of Legislation by Types of Institutions: A = Community and Junior Colleges Only
B = Larger Segment of Postsecondary Education including Community and Junior Colleges
C = Segments of Postsecondary Education excluding Community and Junior Colleges
D = All State Governmental Bodies

TABLE 2

NUMBER OF LEGISLATIVE ITEMS ENACTED IN 1980

	INSTITUTIONAL GROWTH												PERSONNEL											
	New Institutions				Institutional Expansion				Name Changes				Restrictions on Growth				Employee Benefits				Employee Rights, Regulations and Responsibilities				Collective Bargaining				Faculty Workload			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
Alabama																		1		1												
Alaska																								1								
Arizona																				2				1								
Arkansas[2]																																
California																					1			1								
Colorado																																
Connecticut																																
Delaware																																
Florida																				5		1		2				1				
Georgia																				1				4								
Hawaii					1																			2				2				
Idaho																																
Illinois																						1		1								
Indiana																																
Iowa																																
Kansas									1																							
Kentucky																																
Louisiana																																
Maine[3]																																
Maryland																	1															
Massachusetts																																
Michigan[3]																																
Minnesota																				1				1				1				
Mississippi					1																			2								
Missouri																																
Montana[1]																																
Nebraska																					1											
Nevada																																
New Hampshire[2]																																
New Jersey																																
New Mexico	1						1																									
New York	1				2																1											
North Carolina																				5												
North Dakota[1]																																
Ohio					1																			2								
Oklahoma																																
Oregon																																
Pennsylvania																																
Rhode Island									1																							
South Carolina																																
South Dakota[3]																																
Tennessee					1															11				14		1		2				
Texas[1]																																
Utah																				1												
Vermont																																
Virginia													1					1		1				1								
Washington																																
West Virginia																	1							1								
Wisconsin																																
Wyoming																																
Puerto Rico						1																										
Legislation	1	-	-	-	6	1	1	-	2	-	-	-	-	1	-	-	2	2	-	28	3	2	-	35	-	1	-	6	-	-	-	-
States	1	-	-	-	5	1	-	-	2	-	-	-	-	1	-	-	1	2	-	9	3	2	-	12	-	1	-	4	-	-	-	-
	V 2				V 6				V 2				V 1				V 10				V 14				V 4							

[1]No Session
[2]No Relevant Legislation
[3]No Public Community College
[4]Impact of Legislation by Types of Institutions: A = Community and Junior Colleges Only
B = Larger Segment of Postsecondary Education Including Community and Junior Colleges
C = Segments of Postsecondary Education excluding Community and Junior Colleges
D = All State Governmental Bodies

Table 2 Number of Legislative Items Enacted in 1980

	STUDENTS												ACADEMIC PROGRAMS								TOTALS	
	Rights and Responsibilities				Tuition and Fees				Student Aid				Curriculum				Accreditation and Certification				Number of Topics	Number of Pieces of Legislation
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D		
Alabama			2		1									1							14	9
Alaska										4	1			7							26	19
Arizona					1																15	15
Arkansas[2]																					–	–
California	2								1												12	11
Colorado																					1	1
Connecticut																		1			8	6
Delaware																					1	1
Florida					2				1	3			2								26	24
Georgia		1	1							1	1		1	1		1				1	26	25
Hawaii					2					1				3							19	15
Idaho																					4	4
Illinois																					12	10
Indiana																					1	1
Iowa																					8	8
Kansas					1									1							7	5
Kentucky																					1	1
Louisiana					1									2							5	5
Maine[3]																					–	–
Maryland		1				1				1											8	10
Massachusetts																					1	1
Michigan[2]																					–	–
Minnesota	1								1												8	8
Mississippi		1																			19	19
Missouri																					–	–
Montana[1]																					–	–
Nebraska					1																11	8
Nevada																					1	1
New Hampshire[2]																						
New Jersey																					4	1
New Mexico													1								11	9
New York		2								3				1				1			13	12
North Carolina																					11	9
North Dakota[1]																					–	–
Ohio							1	1		1				2							10	10
Oklahoma																					1	1
Oregon																					1	1
Pennsylvania																					2	1
Rhode Island																					2	2
South Carolina																					2	2
South Dakota[3]																					–	–
Tennessee			1			3				4				2							53	52
Texas[1]																					–	–
Utah																					4	1
Vermont																					1	1
Virginia										2				3	1			1		1	24	22
Washington																					11	9
West Virginia	1	1			1					1											1	1
Wisconsin										1				1							6	4
Wyoming																					7	1
Puerto Rico																					2	1
Legislation	4	6	2	2	4	12	1	-	3	22	2	-	4	23	2	1	-	2	1	2	398	351
States	2	4	2	1	3	8	1	-	3	11	2	-	3	10	2	1	-	2	-	2		
	V 9				V 11				V 13				V 13				V 4					

[1] No Session
[2] No Relevant Legislation
[3] No Public Community Colleges
[4] Impact of Legislation by Type of Institutions: A = Community and Junior Colleges Only
B = Larger Segment of Postsecondary Education including Community and Junior Colleges
C = Segments of Postsecondary Education excluding Community and Junior Colleges
D = All State Governmental Bodies

TABLE 3

NUMBER OF LEGISLATIVE ITEMS PROPOSED BUT NOT ENACTED IN 1980

	FINANCE								ADMINISTRATION															
	Appropriations	Capital Funds	Financial Procedures				Governing Bodies				Process of Policy Formation				Administrative Operations				Coordination				Studies and Surveys				Enabling Legislation			
			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
Alabama																														
Alaska																														
Arizona		2					1				1																			
Arkansas																														
California	1	2	1	2			1				2	1																		
Colorado																														
Connecticut	1				1		3																							
Delaware																														
Florida																														
Georgia																														
Hawaii				1																										
Idaho																														
Illinois																														
Indiana																														
Iowa																														
Kansas																														
Kentucky																														
Louisiana											1																			
Maine[3]																														
Maryland																														
Massachusetts																														
Michigan																														
Minnesota																														
Mississippi																														
Missouri							1				1	1																		
Montana																														
Nebraska			1																											
Nevada																														
New Hampshire[3]																														
New Jersey																														
New Mexico																														
New York	2		2	1			3				4						1		1											
North Carolina																														
North Dakota[1]																														
Ohio	1	1	1	1																										
Oklahoma																														
Oregon																														
Pennsylvania																														
Rhode Island							1																							
South Carolina																														
South Dakota[3]																														
Tennessee																														
Texas[1]																														
Utah																														
Vermont																														
Virginia																														
Washington	1																													
West Virginia																														
Wisconsin							5																							
Wyoming																														
Puerto Rico																														
Legislation	6	5	5	5	1	-	2	13	-	-	4	7	-	-	-	-	-	1	-	1	-	-								
States	5	3	4	4	-	-	3	4	-	-	3	4	-	-	-	-	-	1	-	1	-	-								
				V				V				V					V			V										
				6				7				5					1			1										

[1]No Session
[2]No Relevant Legislation
[3]No Public Community Colleges

[4]Impact of Legislation by Types of Institutions: A = Community and Junior Colleges Only
B = Larger Segment of Postsecondary Education including Community and Junior Colleges
C = Segments of Postsecondary Education excluding Community and Junior Colleges
D = All State Governmental Bodies

TABLE 3

NUMBER OF LEGISLATIVE ITEMS PROPOSED BUT NOT ENACTED IN 1980

	PHYSICAL FACILITIES									INSTITUTIONAL GROWTH														
	Building Codes				Construction Procedures				Facility Regulations				New Institutions				Institutional Expansion				Name Changes				Restrictions on Growth			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
Alabama																								
Alaska																								
Arizona																								
Arkansas																								
California					2				1															
Colorado														1										
Connecticut																								
Delaware																								
Florida																								
Georgia																								
Hawaii																								
Idaho																								
Illinois																								
Indiana																								
Iowa																								
Kansas																								
Kentucky																								
Louisiana																								
Maine[3]																								
Maryland																								
Massachusetts																								
Michigan																								
Minnesota																								
Mississippi																								
Missouri																								
Montana																								
Nebraska					1																			
Nevada																								
New Hampshire[3]																								
New Jersey																								
New Mexico																								
New York																								
North Carolina																								
North Dakota[1]																								
Ohio											1													
Oklahoma																								
Oregon																								
Pennsylvania																								
Rhode Island																								
South Carolina																								
South Dakota[3]																								
Tennessee																								
Texas[1]																								
Utah																								
Vermont																					1			
Virginia																								
Washington																								
West Virginia																								
Wisconsin																								
Wyoming																								
Puerto Rico																								
Legislation					3	-	-	-	1	-	-	1	-	-	1	-					1							
States					2	-	-	-	1	-	-	1																
					V 2				V 2				V 1															

[1] No Session
[2] No Relevant Legislation
[3] No Public Community Colleges
[4] Impact of Legislation by Type of Institutions: A = Community and Junior Colleges Only
B = Larger Segment of Postsecondary Education Including Community and Junior Colleges
C = Segments of Postsecondary Education excluding Community and Junior Colleges
D = All State Governmental Bodies

TABLE 3

NUMBER OF LEGISLATIVE ITEMS PROPOSED BUT NOT ENACTED IN 1980

	PERSONNEL				STUDENTS			ACADEMIC PROGRAMS		TOTALS	
	Employee Benefits	Employee Rights, Regulations and Responsibilities	Collective Bargaining	Faculty Workload	Rights and Responsibilities	Tuition and Fees	Student Aid	Curriculum	Accreditation and Certification	Number of Topics	Number of Pieces of Legislation
	A B C D	A B C D	A B C D	A B C D	A B C D	A B C D	A B C D	A B C D	A B C D		
Alabama										–	–
Alaska										–	–
Arizona		1 1				1				7	7
Arkansas										–	–
California		2 2			1 1	3	1 2		1	28	24
Colorado										1	1
Connecticut						2	1	1		8	8
Delaware										–	–
Florida										–	–
Georgia										–	–
Hawaii										1	–
Idaho										–	–
Illinois	1	1						1		3	3
Indiana										–	–
Iowa										–	–
Kansas										–	–
Kentucky										–	–
Louisiana										1	1
Maine[3]										–	–
Maryland										–	–
Massachusetts										–	–
Michigan										–	–
Minnesota										–	–
Mississippi										–	–
Missouri			1			1			1	6	4
Montana										–	–
Nebraska		1	1							4	4
Nevada										–	–
New Hampshire[3]										–	–
New Jersey										–	–
New Mexico										–	–
New York					2	2	1			19	19
North Carolina										–	–
North Dakota[1]										–	–
Ohio	4	1			2 1		2		2	17	17
Oklahoma										–	–
Oregon										–	–
Pennsylvania										–	–
Rhode Island										1	1
South Carolina										–	–
South Dakota[3]										–	–
Tennessee										–	–
Texas[1]										–	–
Utah										–	–
Vermont										1	1
Virginia										–	–
Washington					1		1			1	1
West Virginia										–	–
Wisconsin										7	6
Wyoming										–	–
Puerto Rico										–	–
Legislation	1 - - 4	4 1 - 4	- - - 2		- 6 1 1	- 9 - -	1 7 - -	- 1 1 -	- 4 - -	104	98
States	- - - -	3 1 - 3	- - - 2		- 4 1 1	- 4 - -	1 4 - -	- 1 - -	- 3 - -		
	V 2	V 5	V 2		V 4	V 5	V 5	V 2	V 3		

Table 4

REVIEW OF 1980 LEGISLATION BY
SEVEN MAJOR CONTENT AREAS

Major Area	Legislation Enacted	Legislation Proposed	Total	Percent
Finance	109	22	131	26.2
Administration	95	28	123	24.7
Physical Facilities	10	5	15	3.1
Institutional Growth	12	2	15	2.4
Personnel	79	16	95	19.0
Students	58	25	83	16.6
Academic Programs	35	6	40	8.0
Total	398	104	502	100.0

Table 5

CLASSIFICATION OF ENACTED AND PROPOSED BILLS
BY TWENTY-FIVE SUBJECT CATEGORIES

Subject Categories	Legislation Enacted	Legislation Proposed	Total
Appropriations	54	6	60
Capital Funds	15	5	20
Financial Procedures	40	11	51
Governing Bodies	14	15	29
Process of Policy Formation	26	11	37
Administrative Operations	35	1	36
Coordination	6	1	7
Studies and Surveys	12	0	12
Enabling Legislation	2	0	2
Building Codes	2	0	2
Construction Procedures	5	3	8
Facility Regulations	3	2	5
New Institutions	1	1	2
Institutional Expansion	8	0	8
Name Changes	2	1	3
Restrictions on Growth	1	0	1
Employee Benefits	32	5	37
Employee Rights	40	9	49
Collective Bargaining	7	2	9
Faculty Workload	0	0	0
Student Rights and Responsibilities	14	8	22
Tuition and Fees	17	9	26
Student Aid	27	8	35
Curriculum	30	2	32
Accreditation and Certification	5	4	9
TOTALS	398	104	502

several different topic issues. Tables 2 and 3 therefore identify the number of topics covered by the reported bills. Since the number of legislative bills reported for 1980 is less than these topic totals, Tables 2 and 3 have two total columns to note the difference between the topics covered and the number of bills reported. To illustrate this procedure, 447 bills (351 enacted and 96 proposed) covering 502 topics (398 bills enacted and 104 bills proposed) were reported in 1980.

The final step in our legislative categorization involved classifying all bills, except those regarding appropriations and capital funds, according to the type of institutions affected: (A) community and junior colleges only; (B) all postsecondary institutions including community and junior colleges; (C) postsecondary institutions, excluding community and junior colleges; and (D) state agencies in general. These four categories were utilized in the review for several reasons. Bills that affect only community and junior colleges were analyzed since they are this report's primary focus. However, community and junior colleges are integral to many state systems of postsecondary institutions. In those states, bills directed at postsecondary education in general also affect community and junior colleges. Therefore, bills concerned with postsecondary institutions other than community and junior colleges were also analyzed to provide some measure of legislative issues that affect community and junior colleges within the context of postsecondary education. Finally, legislation affecting state governmental agencies in general as a whole were reviewed since in many states community and junior colleges are viewed as state entities and therefore are affected by bills applicable to all state units. This final category was introduced in the 1979 report to illustrate that legislation affects community and junior colleges as both an element within both the broad environment of postsecondary education and the context of state government in general.

Once the reported legislation was categorized according to the several aforementioned classifications, legislation in each of the twenty-five subject categories were analyzed. For purposes of this report, the concern here is to identify prevalent issues in each category that appear to be receiving attention from several states as well as single issues reported by only one state but that appear to be of major

concern and significance to community college educators. This dual objective reflects our intent to identify and report to all interested in community and junior college education the most significant legislative developments to the field. The product of this analysis comprises the major portion of the text following this introduction.

Interpretations and Limitations of the Study

This report, like those in previous years, is organized to temper the authors' desire to provide sweeping generalizations and exhaustive interpretive comment regarding nationwide legislative activity. In the initial sections, only descriptive reporting is provided with nominal interpretation attempted. However, the concluding section focuses on questions regarding the meaning and importance of the major observations made earlier on the degree of interest in various topics. Also, attention is given to trends in legislative activity. The concluding commentary is considered reliable since the 100 percent response rate and the continuing cooperative support in compiling this annual report over now a period of six years allow for almost total identification of action pertinent to the field.

Despite the excellent cooperation of the state directors and their staffs in this project, the data basic to this report are subject to some limitations; however, three of which seem especially pertinent. First, all relevant legislative activity occurring in 1980 may not have been reported to us. Some states have staff members specifically assigned to monitor direct and indirect legislative developments regarding community and junior colleges. States without such staff find the identification of all relevant legislation more difficult. Of course, the excellent cooperation of the state directors and their staffs is to be emphasized.

The second limitation, somewhat related to the first, centers around the nature of the information provided by the states. We noted earlier our attempt to identify relevant legislation that was either enacted or passed by the committee to which it was originally assigned. We are dependent on our state contacts to make the appropriate distinction for legislation that was passed by the original committee but ultimately failed. Although confident that this is in fact done, we have no absolute means to ensure that this is so. In some cases we may be

receiving some bills that were introduced but did not pass out of their original committees. Or, we may be receiving only the enacted legislation and not the appropriate proposed legislation.

The third limitation regards the continued ambiguity surrounding institutions defined clearly as community colleges and those fulfilling a comparable mission but because not called community colleges or operating under other institutional auspices fail to be seen as part of the enterprise. Thus, with the exception of the general appropriations bill, there is no relevant legislation reported for Indiana and none at all cited for Maine; yet both states have institutions which serve a community college function, and legislation which affects them influences the larger field. In the two cases mentioned, our checks suggest no legislation (except for a general appropriations bill in Indiana) was considered, but the general limitations the two states illustrate in the study needs to be acknowledged. Such state by state distinctions modify the information provided to us, and, in turn, affect our final report. These potential discrepancies may mean that the number of legislative items we are reporting may not precisely represent actual developments.

II

TOPICAL ANALYSES OF STATE LEGISLATION

This section of the report briefly summarizes and reviews legislation in each of the seven major areas of analysis established for this report: finance, administration, physical facilities, institutional growth, personnel, students, and academic programs. Abstracts of the actual bills and laws reported are provided in Appendix A. Those wishing to see a particular legislative act or proposal in its entirety or seek more detailed information are encouraged to contact the authors or the state director of community and junior colleges in the appropriate state.

Two explanatory comments will assist the reader in using this review of the legislation. First, whenever a bill is discussed, it is accompanied by an identification number (e.g. 1-1). This number identifies the state and bill numbers used to organize the legislative abstracts in Appendix A; the first number identifies the state and the second number identifies the bill. To review the abstract of a bill identified in the text, merely use the identification number provided to find the legislative abstract in Appendix A.

The second explanatory comment relates to the report's writing style. As noted previously, this study is based on enacted and proposed legislation. Thus, when common themes in the legislation are identified, they are developed from enacted and proposed legislation. The following discussion includes both types of legislation. We have attempted here to distinguish enacted from proposed legislation through the use of different verb tenses. Whenever the discussion focuses on enacted legislation, the simple present or past tense will be used. For example, the sentence might state that a particular bill "allows," or "allowed," a particular entity to do something. Whenever <u>proposed</u> legislation is discussed, the conditional perfect tense will be used. For example, the sentence might state that a particular bill "would have permitted," a particular entity to do something. The differential use of the verb tenses should indicate to the reader whether enacted or proposed legislation is being discussed at a given time.

Area 1: Finance

All those interested in community, junior, and technical two-year colleges can note that both the 1979 state legislation and that reported in 1980 reflect continued legislative attention to finance. Almost all state legislatures are addressing the issues of what public activities to fund and the type of funding mechanisms to use. As in previous years, community colleges are affected in two ways. One is through legislative consideration of general state revenues and expenditures; the other is through legislative attention to financing community colleges and postsecondary education in particular.

From 1975-1977 the annual studies of state legislation affecting community and junior colleges revealed principal legislative attention directed toward administrative matters with financial legislation a close second. In 1978 this shifted with more financial than administrative bills being reported for the first time (205 pieces compared to 136). In 1979 this trend continued with 252 financial pieces versus 178 administrative bills being reported.

The 1980 report indicates a continuation of this trend. The difference between the degree of legislative activity in each area, however, is not as significant as in the two previous years. There were 130 financial bills compared to 117 administrative bills reported this year. Although nationwide economic concerns are reflected in the attention to the financing of postsecondary education, the legislative mood may be more sanguine than in the wake of California Proposition 13 in 1978 and 1979.

The 130 financial bills are distributed among three subject categories: appropriations for operation, capital funds, and financial procedures. A summary of the bills follows.

Appropriations for Operations

Legislation in this category is divided into three groups: bills strictly related to general operating expenses, bills designed to appropriate funds for special projects, and bills providing for changes in funding formulas. The bulk of the legislation considered here falls into the initial category--general state appropriations for community and junior colleges. Thirty-five states reported their appropriation amounts

for 1979-80. Table 6 lists these states and offers a comparison with appropriation figures reported for 1976-77, 1977-78, and 1978-79.

Some explanatory comments regarding Table 6 are in order. A comparison of the figures in Table 6 with those in the same tables in previous state legislative reports might indicate that sometimes a few of the figures will be different in a given report for a given year than for the same year in an entire report. There are two potential reasons for this. The first is that for a variety of reasons, chief among them being the difficulty of establishing and maintaining a clear cut definition of what is to be reported, we sometimes receive an incorrect appropriation figure; the second is that we occasionally identify the wrong appropriation amount from a comprehensive report on state appropriations supplied by our state contact. When this type of error occurs in the published report despite efforts to expose and correct them in drafts distributed before final publication, the state respondent informs us of the error and the following year's legislative report reflects the appropriate correction. Only few such corrections have been necessary over the years, but the fact of their having been made should be noted.

One notable change in this year's appropriation report relates to Indiana and Illinois. Unlike in past reports the Indiana figure includes appropriations to two-year branch campuses of the university system. The figure for Illinois includes the appropriations to East Saint Louis Community College. This previously was not the case. We feel that these additions provide a more accurate indication of appropriations in each of these states and will serve as a benchmark for future appropriations' reporting in these states.

Table 6 indicates that most state legislatures continue to provide increased appropriations in absolute dollars to community and junior colleges for 1980-81. However, there is significant variation in the percentage increase among the states as well as differences according to geographic regions of the country. Nevada and New Mexico reported increases over 20 percent for the second consecutive year. Six states--Alabama, Colorado, Idaho, Mississippi, Missouri, and South Carolina--reported growths in appropriations between 10 and 20 percent. The most common percentage increase in appropriations fell in the 1 to 10

Table 6

GENERAL APPROPRIATIONS FOR COMMUNITY AND JUNIOR COLLEGES 1976-77, 1977-78, 1978-79, 1979-80, 1980-81

State	1976-1977 Appropriation	1976-1977 Percent Change	1977-1978 Appropriation	1977-1978 Percent Change	1978-1979 Appropriation	1978-1979 Percent Change	1979-1980 Appropriation	1979-1980 Percent Change	1980-1981 Appropriation	1980-1981 Percent Change
Alabama*+	$ 29,000,000	2.0	$ 33,050,000	14.0	$ 40,000,859	21.0	$ 39,550,000	-1.1	44,745,763	11.6
Alaska	12,848,200	---	13,896,200	8.2	---	---	---	---	---	---
Arizona*+	34,513,471	15.9	39,538,000	14.6	38,352,500	-3.0	38,152,600	-0.5	39,839,500	4.2
Arkansas*+	9,913,862	20.1	10,650,837	7.4	11,923,939	12.0	14,661,906	23.0	---	---
California	---	---	---	---	---	---	---	---	1,038,930,930	---
Colorado	---	---	---	---	45,670,628	---	44,320,039	-3.0	53,440,284	17.0
Connecticut+	21,760,000	6.5	24,364,000	12.0	27,163,819	11.5	27,085,800	-0.3	28,172,679	3.9
Delaware*+	9,505,125	---	10,597,522	15.3	14,736,500	39.1	15,800,000	7.2	14,500,000	-8.2
Florida*+	161,582,230	8.4	179,314,348	11.0	192,078,563	7.1	220,852,341	15.0	242,143,210	9.4
Georgia	---	---	---	---	---	---	---	---	---	---
Hawaii*+	18,654,648	---	21,418,127	14.8	20,845,098	-2.7	21,817,247	4.7	---	---
Idaho*+	2,788,100	12.5	3,176,400	13.9	3,464,800	9.1	3,464,800	0.0	4,157,700	16.6
Illinois*+	113,391,000	17.3	115,215,400	1.6	119,772,300	4.0	128,319,000	7.1	---	---(1)
									252,519,533	
Indiana	---	---	4,749,208	---	5,505,932	15.9	6,423,343	16.7	44,538,875	---(2)
Iowa*+	29,800,000	---	32,714,100	9.8	37,300,000	14.0	42,168,500	13.1	---	---
Kansas	---	---	---	---	16,200,000	---	---	---	---	---
Kentucky	---	---	---	---	---	---	---	---	14,023,400	---
Louisiana	---	---	---	---	---	---	---	---	16,713,673	---
Maine	---	---	---	---	---	---	---	---	---	---
Maryland*+	38,157,454	3.2	46,162,488	21.0	47,765,233	3.5	45,333,876	-5.1	49,579,972	9.6
Massachusetts*+	43,536,400	9.1	45,378,117	4.2	52,939,703	16.7	56,257,686	6.3	61,669,787	9.7
Michigan	---	---	110,175,533	---	122,000,000	10.7	134,646,600	10.4	---	---
Minnesota	---	---	29,358,615	---	30,962,847	5.5	36,150,000	16.8	36,673,188	1.4
Mississippi*+	20,380,769	0.7	24,700,000	21.2	29,000,000	17.4	31,317,000	8.0	35,402,017	11.5
Missouri*+	23,947,760	29.0	27,600,000	15.3	28,366,378	2.8	28,366,378	0.0	33,264,505	14.7
Montana	---	---	---	---	---	---	1,940,090	---	---	---
Nebraska	---	---	---	---	15,056,000	---	16,078,654	6.8	17,652,400	9.9
Nevada+	6,337,248	19.2	6,772,774	6.9	7,469,822	10.3	8,980,220	20.2	12,204,615	26.4
New Hampshire	---	---	---	---	---	---	8,869,500	---	10,463,681	---

Table 6 (Continued)

GENERAL APPROPRIATIONS FOR COMMUNITY AND JUNIOR COLLEGES 1976-77, 1977-78, 1978-79, 1979-80, 1980-81

State	1976-1977 Appropriation	1976-1977 Percent Change	1977-1978 Appropriation	1977-1978 Percent Change	1978-1979 Appropriation	1978-1979 Percent Change	1979-1980 Appropriation	1979-1980 Percent Change	1980-1981 Appropriation	1980-1981 Percent Change
New Jersey	31,877,400	6.3	47,950,000	41.5	47,950,000	0.0	---	---	---	---
New Mexico+	5,076,300	11.2	6,208,800	22.3	7,043,400	13.4	8,465,700	20.2	11,525,300	26.6
New York	89,432,744	5.7	94,456,000	5.6	104,984,000	11.1	---	---	110,628,000	---
North Carolina	---	---	108,155,816	---	139,335,006	28.8	142,117,715	2.0	144,859,976	1.7
North Dakota	---	---	3,636,241	---	---	---	4,727,113	30.0	4,727,113	0.0
Ohio	---	---	35,188,280	---	39,257,327	11.6	45,646,022	16.3	49,802,513	8.3
Oklahoma	23,086,584	---	27,772,803	20.3	32,797,195	18.1	---	---	47,295,061	---
Oregon*+	34,684,425	15.9	41,220,570	18.8	46,503,940	12.8	47,076,167	1.2	---	---
Pennsylvania+	44,892,000	---	46,651,000	3.9	47,988,000	2.9	49,206,000	2.5	52,687,714	6.6
Rhode Island*+	12,470,576	34.3	13,459,758	7.9	14,189,983	5.4	15,007,000	5.8	---	---
South Carolina*+	28,102,830	-.8	34,100,148	21.4	41,797,172	22.6	46,283,355	10.7	51,472,412	10.1
South Dakota	---	---	---	---	---	---	---	---	---	---
Tennessee+	21,879,000	22.6	24,181,000	10.5	27,577,400	14.0	29,713,000	7.7	32,587,500	9.8
Texas*	169,764,684	---	205,855,711	21.3	220,358,424	7.1	239,630,022	8.8	---	---
Utah	13,145,400	---	15,761,000	19.9	24,834,700	N.C.	27,903,500	12.4	28,833,800	3.3
Vermont	---	---	---	---	528,500	---	---	---	545,360	---
Virginia	---	---	---	---	86,776,910	---	89,645,730	3.3	98,137,875	9.6
Washington	106,508,940	---	137,632,934	---	---	---	---	---	---	---
West Virginia	---	---	---	---	---	---	---	---	8,207,160	---
Wisconsin+	38,515,200	11.6	44,676,000	16.0	51,219,638	14.6	53,717,700	4.9	52,019,300	3.1
Wyoming	17,360,000	---	---	---	28,000,000	38.0	---	---	30,768,398	---
Puerto Rico	---	---	---	---	---	---	---	---	23,113,705	---
Average Increase (All States)	---	12.5	---	14.8	---	12.4	---	8.2	---	8.8(3)
Average Increase for States with Data For Last 4 years	---	13.3	---	12.4	---	10.8	---	6.8	---	8.8(3)
Average Increase for States with Data for Last 3 years	---	---	---	13.3	---	11.1	---	6.9	---	8.8(3)

*States supplying appropriation data for each of the last four years.
+States supplying appropriation data for each of the last three years.
(1)Unlike in previous years East Saint Louis Community College's appropriations are included.
(2)Unlike in previous years Indiana's two-year branch campus' appropriations are included.
(3)Does not include Indiana because of changes in appropriations reporting identified above.

percent category. Eleven states reported such increases. They were Arizona, Connecticut, Florida, Maryland, Massachusetts, Nebraska, New York, Ohio, Pennsylvania, Tennessee, and Virginia. One state, North Dakota, reported no change in appropriations from 1979-80 to 1980-81. Finally, two states, Delaware and Wisconsin, reported slight decreases in state appropriations for 1979-80 compared to 1978-79. This is less than last year when five states reported such a decline.

The most important information provided by Table 6 is perhaps that yielded from a comparison of the appropriation growth rates over the last five years. In the 1979 state legislation report, it was noted that community college appropriation growth rates appeared to have stabilized at around 12-14 percent increases each year. Table 6 indicates a trend which emerged last year in that the earlier pattern has been broken, with 1980-81 being a year in which appropriation growth rates have fallen below the 12-14 percent level. This is represented by an 8.6 percent average appropriation growth increase for 1980-81, which although 0.4 percent higher than that of 1979-80, falls below the 12.4 percent for 1978-79, 14.8 percent for 1977-78, and 12.5 percent for 1976-77. These figures are based on gross means. That is, the appropriation increases for all states reporting figures were averaged. Since not all of the same states reported figures for each of the years, potential problems may arise. In an attempt to control for this to some degree, average appropriation increases for only those states having provided information in each of the last four years, and only those having provided information in each of the last three years, are provided. Twenty-four states provided relevant information for each of the last four years with the average increases being 12.4 percent, 10.8 percent, 6.8 percent, and 8.8 percent. Twenty-five states supplied information for each of the last three years. The values calculated this way for the three years, respectively, were 11.1 percent, 6.9 percent, and 8.8 percent. While the actual values vary somewhat depending on the calculation method employed, the key point is the consistent trend. While state appropriation growth rates increased slightly in 1980-81 compared to 1979-80, there was a continued decline from the appropriation growth rates identified in 1976-77, 1977-78, and 1978-79. The stability or

potential appropriation growth rates vary of course from state to state. The percentage change in full-time community college enrollment is presented in Table 7. The average annual growth rate of 1.6 percent compares favorably with the average appropriation increase of 8.8 percent.

As noted above, general appropriation bills were not the only ones reported in this subject category. Other appropriation related bills deal with funding formulas. Eight states reported such proposals or enactments. Three are of particular note. A New Jersey bill (30-1) revises the method of determining state financial support for county college operational costs by requiring the state to provide support for these costs to the extent of 43 percent but not to exceed 50 percent. This same bill also establishes a new formula for distributing state aid in which up to 20 percent of it is distributed as categorical support and the balance be distributed on a differential basis in line with differing program costs. A Maryland bill increases the state funding share by $50.00 per full-time equivalent for colleges on the general formula and by $55.00 for small and regional colleges on special formulas (20-1). Finally, a Wyoming bill requires that a community college be academically accredited and provides for a levy of four mills on the taxable valuation of the district for the regular support and operation of the community college in order to qualify for state appropriations (50-4).

Other bills related to funding formulas were reported but did not deal with overall state funding mechanism. For example, a New York proposal (32-22) would have included contract courses in the full-time equivalent enrollment of community colleges for purposes of state aid. A California proposal (5-31) would have provided that, for the 1980-81 fiscal year average daily attendance count, certain noncredit courses for the handicapped without state financial support be excluded from the computation of the incremental cost factor. Both of these proposals failed.

Following the practice of previous reports in this series, bills appropriating funds to special programs or projects are considered. Four examples from the legislation reported in 1980 are provided here. An Alaska enactment appropriated $138,000 from the general fund for

the women's center at Anchorage Community College. SB155 in New Mexico appropriated $20,000 to the Gallup Branch to study post-secondary educational needs in McKinley County (31-7). In Puerto Rico an enactment appropriated $683,915 for the conversion of the Arecibo Regional College to Arecibo Technical University College and the appropriate curricular expansion (51-1). Finally, a New York proposal which failed would have appropriated $3,500,000 to community and independent colleges for remedial education (32-23).

Capital Funds

Twenty bills affecting capital funds were reported in 1980 (15 enacted and 5 proposed). This number reflects a significant decline from the forty-one reported last year. The assessment offered in the 1978 report that "the golden age of brick and mortar appeared to be over" seems to be quite accurate. Capital fund bills reported this year seem to fall into two major categories: those which directly appropriate capital funds and those which deal with the procedures for capital projects. Examples of each type are provided below.

Eight states reported bills that dealt with the actual appropriation of capital funds either for community college systems or individual projects. Three examples will be noted here. A Florida enactment appropriated $184,189,658 (9-8) from the Public Education Capital Outlay and Debt Service Trust Fund for public educational projects. Mississippi reported an appropriation of $2,500,000 for capital improvements (24-19). Idaho community colleges received $5,870,200 from the Permanent Building Account for various projects (2-2).

There were several billls dealing with the financial procedures and mechanisms for capital projects. For example, a Virginia bill raises the limit of public contract required to be bid to $10,000 (46-18). A similar proposed piece of legislation in Arizona would have increased the bidding amount for public construction and made exceptions to existing regulations (3-17). A proposal would have reappropriated unused capital improvement funds from the 1977-79 biennium.

Financial Procedures

The number of legislative bills related to financial procedures outnumbered those related to any of the other twenty-four subject

categories in each of the previous annual studies. However, in 1980 the amount of legislation in this category was second to appropriations. Yet, financial matters continue to occupy a significant amount of legislative attention.

Fifty-one bills affecting financial procedures (40 enacted and 11 proposed) were reported in 1980. There are several ways in which legislative action affects community college financial procedures. Some bills may alter the focus of authority over financial decision making. Some may focus on fundamental tax policies, while others affect the budgetary process. For purposes of clarification and conceptualization, a classification scheme was applied to legislative activity in this area. Following the procedure employed in last year's study, each bill was placed in one of eight subcategories. They are listed below:

1. Legislation that addresses tax policies.
2. Legislation resulting in greater institutional flexibility.
3. Legislation resulting in less institutional flexibility but not more state control.
4. Legislation resulting in greater state control over the expenditure of funds.
5. Legislation resulting in a greater amount of funds available to institutions.
6. Legislation resulting in a decrease in available funds.
7. Legislation affecting auditing and/or accounting procedures.
8. Legislation that leads only to procedural changes in the fiscal or budgetary process.

Table 7 indicates the number of bills falling into each of these subcategories in 1980, and Table 8 provides a comparison of the data over the last four years.

Since there were significantly fewer bills dealing with financial procedures in 1980 than in 1979, it is difficult to offer many detailed comparisons. Yet, three observations seem especially pertinent. First, there was a decline in the percentage of legislation increasing state control over financial matters from 1979 to 1980. Second, tax structure

Table 7

FINANCIAL LEGISLATION AFFECTING COMMUNITY, JUNIOR AND TECHNICAL TWO-YEAR COLLEGES: TYPE OF IMPACT--1980

	Legislation Enacted	Legislation Proposed	Total
Tax Structure and Policies	6	2	8
More Institutional Flexibility	4	2	6
Less Institutional Flexibility	3	2	5
More State Control	5	1	6
More Funds for Institutions	3	1	4
Less Funds	1	0	1
Auditing/Accounting	1	1	2
Procedural	17	2	19
TOTAL	40	11	51*

*Ten financial procedure bills were not classified due to inadequate information.

Table 8

FINANCIAL LEGISLATION AFFECTING COMMUNITY, JUNIOR, AND TECHNICAL TWO-YEAR COLLEGES: TYPE OF IMPACT--1976, 1977, 1978, 1979, 1980

	Legislation Enacted					Legislation Proposed					Total				
	1976	1977	1978	1979	1980	1976	1977	1978	1979	1980	1976	1977	1978	1979	1980
Tax Structure and Policies	--	--	--	23	6	--	--	--	9	2	--	--	--	32	8
More Flexibility	13	9	18	14	4	4	3	2	7	2	17	12	20	21	6
More State Control	4	12	7	10	5	2	6	3	11	7	6	18	10	21	6
Less Flexibility	--	5	9	5	3	--	1	5	3	2	--	6	14	8	5
More Funds	7	7	8	3	3	1	5	5	5	1	8	12	13	8	4
Less Funds	2	8	7	2	1	2	1	7	2	0	4	9	14	4	1
Auditing	7	3	2	6	1	2	2	2	0	1	9	5	4	6	2
Procedural	--	17	18	25	17	0	9	6	4	2	--	26	24	29	19
TOTAL	33	61	69	88	40	11	27	30	41	11	44	88	99	129	51

and policies--a category introduced last year--continues to be a topic of legislative concern. Finally, there was a major increase in the percentage of legislation dealing with procedural matters from 1979 to 1980.

Tax structure and policies. Eight bills from eight states addressed tax structure and policy matters. Some exclusively focused on postsecondary education while others dealt with altering state tax policies which could affect state revenues. The second group of legislation could have potential impact on state fiscal support of community colleges. While tax structure bills reported last year primarily dealt with tax relief for tax payers, the 1980 report reveals a pattern of tax relief for postsecondary institutions.

Legislation in four states reflects the aforementioned trend. HB 668 in Idaho amended the Idaho Code to exempt junior college maintenance and operation levies from the limitations imposed by that Code (12-4). A Georgia bill provides that any transfer of real property to the Board of Regents and other specified governmental agencies will be exempt from the transfer tax (10-4). A proposed bill which failed in Hawaii (11-5) would have exempted the University of Hawaii from the general excise and use taxes, and finally, a bill related to taxing policy in Mississippi warrants note. It repeals the state ad valorem tax effective January 1982 and provides for county taxing authority (24-12).

More flexibility. Five states reported six bills designed to provide increased financial flexibility. Three examples are illustrative. An Illinois enactment authorizes a community board to incur an indebtedness and issue bonds in an amount not to exceed at any one time 75 percent of the taxes permitted to be levied for building and maintenance purposes for the then current year (13-3). HB 5186 in Connecticut establishes a two-year pilot program which allows that the purchase of library media and educational equipment by community colleges and other constituents shall be their sole jurisdiction. Finally, an Idaho bill (12-3) allows public or private higher institutions to impose reasonable financing and late charges and reasonable costs and expenses incurred in the collection of any debt or claim owed, provided the terms were in the note of agreement signed by the debtor.

Less flexibility. Five bills focused on a decreased institutional flexibility in the area of final procedures: three passed, two failed. An example from each category will be provided. A Florida bill (9-12) adds community college funds to the county "depository security" responsibility of the circuit court clerk. A proposed piece of New York legislation which failed would have required every higher education institution that receives a grant, gift, endowment, or contract to notify the Board of Regents in writing within twenty days of its receipt indicating any attached conditions (32-28).

More state control. Six bills reported in 1980 regarding financial procedures allowed for more state control. A Virginia bill (HB 37) requires the governor's approval before real property may be purchased by state agencies and institutions. A proposed Ohio enactment which failed would have required Controlling Board approval on all applications for federal grants. SB 509 in Illinois requires the Board of Higher Education in cooperation with community colleges to analyze the relationship between instructional costs and the wealth of local community districts with recommendations to be submitted to the general assembly. None of the bills in this subcategory specifically dealt with increased state control over community colleges.

More funds. Four bills were reported that would provide community colleges with more funds. Two examples are illustrative. AB 3180 in California allows community college districts to increase the maximum amount of revenue in their revolving cash funds from $25,000 to $50,000 (5-9). A California proposal which failed (5-35) would have authorized a credit up to a maximum of $2,000 or $10,000, whichever is less, against the personal income tax and the bank and corporation tax for any taxpayer who directly subsidizes a school or community college district via cash contributions or property donations.

Less funds. Only one bill in California (5-8) related to reducing funds for community colleges was reported. This reflects a continued decrease in the number of bills in this category initially noticed last year.

Audits. Two audit bills were reported this year. One bill passed while a second failed. HR 423 in Hawaii requests the University of Hawaii President to review the status of the number and distribution of the State Financial Aid Units (11-12). A proposed bill in Ohio (35-14) would have revised accounting procedures of state postsecondary institutions, including community colleges.

Procedural. Nineteen bills, the most in any one category, were classified as procedural in 1980. Since this includes those bills that make only relatively minor alterations in community college financial procedures, it appears that 1980 legislative attention was primarily on financial processes. Representative bills follow. HB 2184 enacted in Illinois establishes guidelines for the use of bond proceeds (13-4). An Arizona measure requires employees to transfer monies earned from annuities within ten working days after the last pay period of each month. Finally, the Hawaii legislature passed a bill to establish a "University of Hawaii Student Activities Revolving Fund" (11-8).

Area 2: Administration

As in 1979 state legislation affecting the administration of community and junior colleges is second in number to legislation affecting financial matters. A total of 123 bills with legislative impact was reported in 1980. Following the classification procedure of previous reports, the bills were categorized in six areas: governing bodies, the process of policy formation, administrative operations, coordination, studies and surveys, and enabling legislation.

Before focusing on the six administration subject cateories in detail, some preliminary comments are in order. Administrative-related legislation followed financial-related bills in frequency in 1980. Slightly over 24 percent were in this category. Bills in the subcategories of administrative operations and the process of policy formation were most frequently reported. Bills in the subcategories of coordination and enabling legislation were the least frequently reported. A review of the legislation appearing in each category will provide a clearer indication of the meaning of the administration-related legislation.

Governing Bodies

Legislation affecting local and state-level governing bodies focused on board composition and procedural execution of policy rather than substantive issues of authority. Legislation affecting governing bodies' authority is considered under the subject category "process of policy formation." Twenty-nine bills (14 enacted and 15 proposed) were reported related to governing bodies.

Several bills were designed to establish new boards at either the state or local level that could directly affect community college operations. Most of these focused on state-level boards. Three states reported such bills but confirmation of enactment came only from Massachusetts. The Massachusetts measure eliminated the Board of Regional Community Colleges, the State College, the Board of Higher Education, the Secretary of Educational Affairs, and Boards for the three universities. In their place, a new fifteen-member central Board of Regents appointed by the Governor was established (21-1). Two states, Connecticut and Rhode Island, reported state board proposals which failed. The Connecticut proposal (7-7) would have created a two-year college system that would have included the community and technical colleges and selected two-year branches of the University of Connecticut. In Rhode Island, a bill intended to replace the existing Board of Regents for all levels of education with a Board of Governors for Higher Education and a separate Board of Regents for elementary and secondary education failed (39-2).

A second topic receiving attention in this category is board composition and membership. Three examples are illustrative. A New Jersey bill prohibited an elected public official or county college employee from serving as a visiting member of that institution's board of trustees. It also provides that board members shall not be eligible to serve as college employees for two years following their terms of office (30-3). In Arizona a similar measure (3-2) prevented a county officer from serving on a community college's local governing board. Finally, a Minnesota bill increased the state board from seven to nine members effective July 1, 1983. One member will be from each of the eight congressional districts, while one will be an at-large member.

A final set of topics related to "governing bodies" dealt with procedural matters. For example, a North Carolina bill (SB 1023) changed the title, State Board of Community Colleges and Technical Institutes, to State Board of Community Colleges. In Connecticut a proposed bill (HB 5603) would have provided that the office of members of higher education boards shall become vacant if members fail to attend a minimum number of regular meetings in a calendar year.

Process of Policy Formation

Legislation in this subject category includes bills that determine focus and scope of authority at local and state levels. Thirty-seven bills (26 enacted and 11 proposed) were reported in 1980.

During the past several years state legislative attention has been given to the extension of state-level control through the creation of new state boards. As in 1979 only one enacted bill dealt with the creation of a new board. However there was some discussion of the topic in other states as well.

Bills related to the establishment of new state-level boards took two basic forms. Although these bills were just identified in the previous "governing bodies" section, their potential to establish new decision-making patterns of authority and power warrants their mention here. First, Massachusetts reported creation of a "super" board (21-1), which replaced all existing postsecondary boards with a single board responsible for all of higher education (5-38). A Connecticut proposal which failed would have created a unified system consisting of community and technical colleges as well as some of the University of Connecticut's two-year branch campuses (7-7). Second, one state reported a proposal to differentiate postsecondary education governance from that of the elementary and secondary level. This was a Rhode Island proposal which would have shifted governance of postsecondary education from the existing Board of Regents to a new Board of Govenors for Higher Education (39-2).

State-level authority also can be changed through redefinition of a state board's responsibilities. Several states reported measures to extend state-level authority. A Tennessee enactment included the postsecondary portions of the state's area vocational-technical schools

within the scope of the Tennessee Higher Education Commission's studies and recommendations (42-49). Another Tennessee bill permitted the Tennessee Higher Education Commission to review and terminate certain duplicate programs within public higher education (42-46). A significant piece of Wyoming legislation identified specific duties of their Community College Commission. Responsibilities include the study of state educational and financial needs as well as personnel, administrative, and financial policies related to community colleges and authority to make recommendations to the legislature and governor (50-2). A Kansas enactment (16-2) authorized their state board in consultation with the Board of Regents to determine whether the subjects and courses offered in community colleges are at the freshman and sophomore level and shall not approve any subject offered at a higher level. A proposal which failed in Iowa would have authorized their board to expend profits from auxiliary enterprises for services and equipment (15-8). Finally, it should be recognized that not all bills affecting the authority of state boards extended their authority. For example, a proposed New York enactment which failed would have amended the Civil Service and Education Laws to limit the authority of the Chancellor of the State University to certify positions in the professional service (32-18).

There also was some state legislative attention given to the authority of local boards. Four examples are illustrative. An Arizona bill authorized the county board of supervisors to determine community college precinct boundaries (3-9) while a proposed bill in the same state would have required that an election be held if a community college district wished to construct a building costing $300,000 or more (3-19). A Missouri proposal would have allowed two junior colleges to organize as entities separate from their K-12 districts (25-1). SB 1386 in California would have provided that the governing boards of a school or community college district may establish positions and employ persons in public service positions funded by CETA.

Administrative Operations

Bills reported in this section primarily deal with general managerial issues. They typically have little substantive impact on the decision-

making process. Rather, the concern is with daily administrative matters. Nonetheless, administrative procedural bills sometimes can be quite significant as some of the bills discussed below indicate. Thirty-six administrative procedures bills were reported in 1980 (35 enacted and 1 proposed).

Following a trend identified in the reports from previous years, several pieces of legislation deal with regulations concerning open meetings and freedom of information acts. Four states reported bills relevant to the former topic. In Georgia two amendments to the state's Sunshine Law are pertinent here. HB 1088 amends the Sunshine Law to provide that every person present and authorized to vote on any issue at meetings open to the public shall publicly vote in the affirmative or negative or openly abstain from the voting (10-9). Another amendment (10-24) provided media representatives always shall be afforded access to meetings declared open to the public. A Florida bill required that notice of a public meeting or hearing shall include advice to those seeking an appeal of such action that they must have a record of the proceedings (9-11). Finally, HB 958 in Virginia required motions agreed upon in Executive Sessions to be voted upon in open meeting. In the realm of freedom of information acts, a New York proposal would have amended their version to permit the assessment of reasonable attorney fees and other litigation costs against the agency when the complainant substantially prevails in a judicial challenge (32-15).

There was no other discernible trend in this area in 1980 although individual bills ranged widely in the topics concerned. For example, a Georgia law exempted educational institutions from regulations concerning professional fund-raising (10-11), and in Florida an enactment (9-22) made it illegal to sell term papers and dissertations.

The general view of state legislation is that it focuses on matters of broad public policy. The significant number of bills in this category indicates legislative attention is also directed to more detailed aspects of institutional operations.

Coordination

For the second consecutive year there was only nominal legislative attention to the coordination of postsecondary education. Four states

reported such bills. In each of the four instances, legislation was directed toward cooperation between an educational unit(s) and a legislative or policy advisory body. Two examples are illustrative here. HB 651 in Alaska authorized the Commission on Postsecondary Education (a body created under a federal provision in the Higher Education Amendment of 1972) to conduct a comprehensive study to include an analysis of the role of local policy advisory committees associated with community colleges (2-5). A New York proposal (32-21) would have permitted local legislative bodies which do not sponsor community colleges to contract with independent colleges and universities to provide educational services to county residents who are not enrolled students on the effective day of the bill and whose income does not exceed $8,000.

Studies and Surveys

Ten bills (all enacted) were reported in 1980 to provide for various types of studies. Some of these are discussed elsewhere in the report. Legislation focused on studies and surveys in two principal areas: academic programs and curriculum and students.

In the area of academic programs and curriculum, two bills are illustrative. A Nebraska (27-3) bill called for the Education Committee to examine vocational education in secondary and postsecondary schools and the financing of vocational education in the state. An enactment in Alaska (2-5) authorized the Commission on Postsecondary Education to conduct a comprehensive study to include the role of the community college in postsecondary education.

Three bills reflect legislative attention to studies and surveys of the student population. One Virginia enactment requested that the Council of Higher Education examine collegiate programs for the learning disabled (46-15), while another directed the same body to conduct a study of student financial aid (46-14). A Tennessee bill (42-3) directed the Tennessee Higher Education Commission to conduct a survey and study of foreign and out-of-state students in Tennessee public postsecondary institutions.

Enabling Legislation

As in 1979 there was little legislative attention to enabling legislation in 1980. Two bills fall into this category. SB 522 in Alaska authorizes membership in the Compact for Education (2-14). In the same state, the legislature established a telecommunications division in the Department of Commerce and Economic Development (2-15).

Administrative Legislation and Institutional Autonomy

Those interested in community college matters are concerned with the extent to which individual community and junior colleges can act autonomously to serve the needs of their local communities. Legislative activity has a major impact on institutional autonomy. Legislation may both explicitly restrict the types of actions institutions can take and establish procedural requirements that impede institutional performance. Therefore, each of the previous annual legislative studies attempted to gauge the impact of state legislative actions on local institutions.

The method of categorization used here follows that employed in previous reports so as to better understand the effect of legislative actions on administrative operations at the local institutional level. All bills in the subject categories of governing bodies, policy formation, administrative operations, and coordination were classified according to whether their effect was likely to be felt primarily at the state level, the institutional level, or at both levels. An additional two-fold distinction was made for all bills which had the potential to have an impact at the local level. First, the language of each relevant bill was reviewed to determine if the legislative intent was to require certain actions (mandatory) or simply to permit them (permissive). Second, each bill's content was analyzed to ascertain whether the legislative action had the effect of eroding institutional autonomy, supporting institutional autonomy, or providing for procedural changes that did not substantively affect institutional autonomy.

In line with the analytical technique used in the 1977-1979 studies, the bills were not identified separately according to each of the five categories--mandatory, permissive, erosive, supportive, and procedural. Rather, they were cross-tabulated (i.e., mandatory-erosive, permissive-supportive, etc.). The results of this process are shown graphically in

Tables 9 and 10. Table 9 provides information on 1980 legislative action alone while Table 10 allows a comparison of the 1977-1980 tabulations.

Fifty bills with a potential local impact were reported in the four administration subject categories used for this analysis. Table 9 reflects that the language of a significant portion of the 1980 bills mandated rather than permitted certain actions (34 bills versus 8). In the realm of content, more bills fell into the procedural category (24), with supportive (11), and erosive (7) following relatively far behind.

A comparison of the tabulations for the previous four years, provided in Table 10, is illuminating. First, for the first time erosive bills were not the most frequently identified type of legislation. Rather, procedural bills enjoyed this distinction. This reflects legislative concern with the clarification and definition of institutional operations. Second, legislative language regarding administration-related bills continues to be of a predominantly mandatory nature. Thus, administrative legislation generally requires certain actions. Examples of the bills falling within each cross-tabulated category are discussed below to provide an indication of the range of activity. Although some of the bills reviewed here have been previously mentioned, their repetition is warranted to illustrate essential points regarding institutional autonomy.

Fifteen bills were classified in the mandatory-erosive category. This legislative type requires that certain action be taken while concurrently eroding institutional autonomy. Bills in this category can be classified into several types. First, some states reported measures to establish new statewide boards. For example, Massachusetts created a "super board" with Chapter 329, 15A of the Act of 1980 which affected the entire public postsecondary environment (21-1). The bill established a fifteen-member central Board of Regents to determine the powers of local boards and submit a consolidated budget to the governor and legislature. All funding for higher education is to be appropriated in a single-line item to the Board, which holds authority for fiscal allocation to individual institutions. Rhode Island (39-2) and Connecticut (7-7) legislatures proposed similar bills which failed. Second, some legislation extended the authority of existing boards. For example, a Tennessee bill permitted the Tennessee Higher Education

Table 9

ADMINISTRATION RELATED LEGISLATION:
TYPE OF IMPACT, 1980

	Mandatory Bills	Permissive Bills	Total
Erosive Bills	15	0	15
Supportive Bills	7	4	11
Procedural Bills	20	4	24
TOTAL	42	8	50

Table 10

ADMINISTRATION RELATED LEGISLATION:
TYPE OF IMPACT, 1977, 1978, 1979, 1980

	Mandatory Bills				Permissive Bills				Total			
	1977	1978	1979	1980	1977	1978	1979	1980	1977	1978	1979	1980
Erosive Bills	35	32	31	15	2	1	1	15	37	33	32	15
Supportive Bills	3	3	10	7	14	6	9	4	17	9	19	11
Procedural Bills	19	27	22	20	3	3	6	4	22	30	28	24
TOTAL	57	62	63	42	19	10	16	8	76	72	79	50

Commission to review and terminate certain duplicate programs within public postsecondary education.

A third set of bills mandated membership and election standards for local governing boards. SB 219 in New Jersey prohibits an elected public official or county college employee from serving as a voting member of that institution's board of trustees (30-3) while an Arizona bill would have required that local community college governing boards be elected at the general election (3-8). Finally, a Wyoming enactment limited the fiscal authority of local institutions by requiring that individual community colleges submit their state appropriation requests to the Community College Commission (50-3).

Seven bills were reported in the mandatory-supportive classification. The legislature increased local institutional discretion in the academic curriculum and fiscal realms. In the former, for example, Alaska's SB 35 exempts postsecondary degree programs from the Department of Education's program responsibilities (2-11). In the fiscal area, two examples are noteworthy. An Iowa bill authorizes an institution's board to expend profits from auxiliary enterprises (15-8), and a Connecticut enactment (7-3) enables local institutions to enter into leasing agreements of less than $1,000 without Board of Higher Education approval.

Twenty bills were classified as mandatory-procedural. While these proposals mandate certain actions, they do not significantly affect institutional autonomy. Three examples are worth noting. SB 3241 in Washington requires school boards and higher education institutions to give military recruiters access to campuses (47-5). A Georgia bill requires that each state agency annually update its mailing list (10-6), and a Florida bill (9-3) authorizes community colleges to participate in self-insurance and risk-management programs.

No bills classified as permissive-erosive were reported.

Four bills were reported that were classified as permissive-supportive. A California bill would have provided that a community college governing board may establish positions and employ persons in public service positions funded by CETA (5-30). A proposed bill which failed in Missouri would have allowed two junior colleges to reorganize as entities separate from the K-12 districts.

The final category is permissive-procedural which includes proposals that permit certain actions but typically have no substantive impact on policy. Four 1980 bills were classified here. A Maryland bill (20-7) allows a governing board or chief administrative officer to designate in writing other persons to deny individuals access to the grounds. In Tennessee a bill (42-52) urges higher education institutions to use gasohol in state-owned vehicles.

Two trends emerge in the analysis of 1980 legislation affecting local institutional administrative operation. First, like in previous years, state legislative attention primarily focused on mandatory-erosive and mandatory-procedural matters. The extent to which institutional autonomy is being eroded varies in degree from state to state. Second, 1980 legislation reflects a movement identified in last year's report of viewing community colleges as a unique unit of education. The implications of this for increased institutional autonomy remain to be seen.

Area 3: Physical Facilities

Fifteen bills affecting community college physical facilities were reported in 1980. The legislation ranged from energy conservation bills to proposals affecting contract bids and facility rental. Bills in this category are classified into three areas: building codes, construction procedures, and facility regulations. Each will be discussed in some detail below.

Building Codes

Two bills were reported that affect building codes. An Arizona bill provides that architects employed relative to public buildings cannot use proprietary specifications without meeting certain guidelines (3-12). LB 835 in Nebraska (27-5) establishes a Task Force for Building Renewal.

Construction Procedures

Eight bills that affect construction procedures were reported. No clear pattern emerged. A California bill (5-3) extends until January 1, 1982 the existing law for community college building construction

inspectors. An interesting enactment in Minnesota makes college land available for student housing projects by private developers at three institutions. Finally, the Hawaii legislature passed a bill which requests the University to report on the facility planning and construction program (11-9).

Facility Regulations

Five bills were classified in the facility regulations category. Two California bills focused on the renting of community college facilities. One allows community colleges to continue to enter into joint occupancy leases and agreements with private parties (5-4), while a proposed bill which failed would require community college districts to appoint an advisory committee prior to the rental of real property (5-36). Finally, a proposed Ohio bill would require smoke detectors in public-use facilities (35-13).

Area 4: Institutional Growth

The 1979 report in this series identified the decline in growth for postsecondary education during the decade of the seventies. However, 1980 legislation reports reflect a slight shift in this trend.

New Institutions

Two bills related to the development of new institutions were reported. A proposed bill in Colorado (6-2) would have authorized the formation of the Routt County Junior College District. SB 168 in New Mexico amends the Junior College Act to establish procedures for a branch college of a state university to become independent (31-3).

Institutional Expansion

Seven relevant bills were reported here. New York legislature expanded two community colleges into senior institutions. The College of Staten Island was designated as a senior college with full state funding for baccalaureate programs effective July 1, 1983 (32-7), while New York City Community College was renamed New York City Technical College and assumed funding as a senior institution (32-6). HR 417 in Hawaii authorizes development of a coordinated plan for Windward

Community Complex to include expansion of Windward Community College (11-3).

Name Changes

Three states reported bills designed to change the name of two-year institutions. In each, the change was from the term junior to community college. A Rhode Island bill authorizes that Rhode Island Junior College be renamed the Community College of Rhode Island (39-1). Kansas legislation (16-1) changes the legal reference to Kansas' nineteen community colleges from community junior college or junior college to community college. A Vermont enactment would have amended existing statutes to reflect the name changes of colleges since the Vermont State College System was created in 1961 (45-2).

Restrictions on Growth

Although previous legislative reports revealed an emphasis on restricting rather than encouraging growth, this was not true in 1980. The only bill in this area was a Virginia enactment which requires absorption of enrollment increases without increased staffing in post-secondary institutions (46-3).

Area 5: Personnel

During the past few years significant legislative attention has been given to personnel matters. In 1980, 19.0 percent of the total legislation focused on personnel issues.

Personnel bills considered in early reports in this series have been divided into four categories: employee benefits, employee rights, collective bargaining, and faculty workload. Since no legislation addressed the last topic, only the initial three subject categories will be discussed below.

Employee Benefits

Thirty-two of the ninety-five personnel bills addressed employee benefits. A wide range of "employee benefits" bills were reported. Those that dealt with retirement issues were predominant. Several aspects of retirement issues were considered.

Some legislative attention focused on current retirement provisions. For example, a North Carolina enactment authorizes a 10 percent increase for members of the teachers and state employees' retirement system (33-9). A Tennessee bill redefines the term "average final compensation" upon which retirement benefits are based to mean the average annual earnable compensation of a member during the three rather than five consecutive years of creditable service which gives the highest average (42-5). Finally, Arizona legislation (3-14) provides that effective July 1, 1981 all nonretired members of the state retirement system will automatically become members of the plan.

Some states reported bills to provide retirement service credit to employees for service discharged prior to membership in the current retirement system. The Tennessee legislature passed a measure that allows retirement credit for certain military services (42-29). Proposed Ohio legislation would have permitted State Teacher and Retirement System members to purchase teaching service credit for out-of-state service (35-20); and a Florida enactment would allow members of the Teachers' Retirement System to transfer to the Florida Retirement System (9-16).

A third set of retirement-related legislation dealt with the degree of a public employer's contribution to a public employee's retirement plan. A Tennessee bill allows the employer to assume all or part of an employee's contributions to the retirement system under certain conditions (42-44), while a proposed enactment in Ohio would have done the same (35-11). HB 9 in Virginia establishes a cap for the retirement entitlement of state employees at 62.5 percent of the average final compensation plus one-half of the social security benefit (46-1).

Along with bills regarding retirement, several states reported legislature related to fringe benefits. Two Tennessee bills are illustrative. SB 2060 exempts "sick leave" payments from social security taxes (42-42), while SB 2325 raises the state-paid share of premium group insurance for state employees from 60 percent to 100 percent (42-48). A Washington enactment (47-1) extends "sick leave" compensation to community college faculty. The Virginia legislature passed a bill which authorizes a $50.00 per day compensation for

members of certain boards and commissions, including the State Council of Higher Education (46-13).

Employee Rights and Regulations

In line with a movement of the past few years, state legislatures in 1980 gave considerable attention to the rights of public employees and regulations affecting them. In the area of personnel, more bills fell into this category than any other. Illustrative bills will be discussed below.

One issue that received attention from two legislatures in 1980 was the requirement for public financial disclosure. An Arizona proposal (3-21) would have required community college employees earning more than $25,000 a year to make a financial disclosure. A Washington enactment exempts from the Public Financial Disclosure Act salary and fringe benefit information which identifies a specific employer with the salary and fringe benefit rates which that employer pays to employees (47-7).

Dual employment within the public sector was also the focus of legislative attention. SB 1056 in Tennessee permits state employees earning less than $8,000 a year to be employed in another capacity within state government and be compensated for additional service (42-18). Two bills in Georgia dealt with this as well. HB 1123 amends the Trading with State Law by permitting anyone holding a doctoral or master's degree from an accredited college or university to sell his services to another state agency on a part-time basis (10-11), while SB 423 provides that the Georgia Public Service Commission or the Consumer Utility Council may employ the services of any full-time state employee who has a particular expertise of assistance to them.

The impact of state personnel systems on community colleges was extremely evident in 1980. Three state legislatures specifically addressed the issue as it relates to personnel systems unique to post-secondary education. An Illinois enactment creates a classified civil service system to be known as the State Universities Civil Service System (13-6); and an Ohio proposal would have provided civil service classification for community college employees (35-21). AB 2336 in California allows governing boards of a school district and community

college district employing the same personnel to use individual and separate merit systems applicable to each (5-5). Finally, a Hawaii bill directed to the entire public sector has implications for postsecondary education as it reduces the number of steps within the existing salary ranges of the personnel system (11-6).

Procedural due process for state employees received attention in two states. Yet, both relevant bills failed to pass. A bill introduced in California would have authorized any educational district to take into account job performance, job necessity, seniority, and the effect on affirmative action programs when making staff reductions (5-26). An Illinois bill would have required that an employee dismissal be based on a motion of the majority of board members.

A final issue in this category was the effort to extend liability protection to certain employees. SB 76 in Ohio provides for immunity, indemnification, and defense counsel for state officers and employees in civil action (35-9); and, AB 30032 in New York provides indemnity for financial loss when claims or suits are brought against employees, officers, and volunteers of community colleges under the program of the State University of New York, (32-11). The Florida and Tennessee legislatures passed similar bills.

Collective Bargaining

Nine bills in 1980 (7 enacted and 2 proposed) focused on collective bargaining. As in previous years legislative attention to this personnel issue was less than that given to employee benefits or rights and responsibilities. Of the relevant legislation, only a Missouri proposal (25-6) would have authorized strikes by public employees. It did not extend the privilege to public safety officers.

Several states reported alterations in existing collective bargaining legislation. Three examples are illustrative. A Minnesota bill changes the Public Employees Labor Relations Act to reduce the number of bargaining units and broaden the right to strike (23-6). The Hawaii legislature passed a bill which expands the definition of "strike" to include "sympathy strike" and defines the terms "essential employee" and "essential position" to prevent such employees from striking unless certain provisions are exhausted (11-5). HB 1655 in Florida alters

collective bargaining procedures to provide that special master's recommendations be transferred by registered mail, requires the legislative body to resolve the disputed issues as it deems to be in the public interest, and requires agreement of disputed issues to be reduced to writing (9-6).

Two additional collective bargaining bills merit some attention. A Tennessee bill prohibits any public employee or employee organization from participating or engaging in, or causing, instigating, encouraging, or condoning a strike against a public employer (42-9). The Florida legislature passed a bill with collective bargaining implications. It provides for the appointment of local commissioners, prescribes their qualifications, and identifies procedures to be approved by the Florida Public Employees Regulations Commission (9-9).

Area 6: Students

Eighty-three bills (58 enacted and 25 proposed) focusing on students and student affairs were reported in 1980. This represented a little over 16.6 percent of the legislation and is of comparable volume to the last two annual studies. These enactments are categorized by three subject topics: student rights, responsibilities, and regulations; tuition and fees; and student aid. Legislation in each subject category will be discussed below.

Student Rights, Responsibilities, and Regulations

Legislation reported in 1980 reflects a continuation of the decline noted last year in legislation to give students a greater role in institutional decision making affecting them. Only two Washington bills are pertinent here. HB 1480 provides that the initial responsibility for proposing program priorities and budget levels for activities funded by the Services and Activities fee will be that of a committee on which students hold the voting majority; their recommendations will be submitted to the board of trustees (47-2). The second bill subjects student governing board meetings at postsecondary institutions to provisions of the open meeting act.

A second group of bills related to the confidentiality of student records. Two examples are noteworthy. A California bill provides that

any information disclosed by a student twelve years of age or older while receiving counseling from a community college is confidential (5-7). Proposed New York legislation which failed would have required that any admissions' data pertaining to an applicant's race, religion, creed, or national origin should be used only for supplying statistical information to state agencies and the federal government (32-20).

There were additional bills that would affect student rights and regulations. Three examples follow. HB 132 in Maryland allows each public postsecondary institution to accept any student who has completed the seventh grade and achieved a combined SAT score of 1200 or its equivalent on another test (20-5). A measure enacted in Minnesota authorizes community colleges to contract for insurance coverage for students paying the premium (23-7). Finally, an Ohio proposal would have established legal services for students in state-assisted postsecondary institutions (35-19).

Tuition and Fees

Twenty-six tuition and fees bills were reported in 1980. Nine enactments (over one-third) addressed the waiver of tuition and fees. Five state legislatures--Florida (9-23), Louisiana (18-3), Maryland (20-2), Missouri (25-3), and New York (32-30)--addressed tuition and fee waivers for senior citizens. The Louisiana and Maryland bills passed. Both the Hawaii (11-7) and Nebraska (27-6) legislatures passed bills to extend a tuition waiver/reimbursement for members of their respective national guard units. Finally, an Ohio bill provides a tuition waiver for children of policemen and firemen disabled in the line of duty (35-2).

A second issue in this category to which significant legislative attention was given in 1980 was residency status and requirements. Three states reported five relevant bills. For example, AB 2567 from California extends resident classification to those attending postsecondary institutions who are dependents of members of the armed forces upon the member's retirement (5-19). A measure passed in Tennessee urges all postsecondary education governing boards to begin implementing a fee increase for nonresident students (42-2).

Several miscellaneous tuition bills are also worth noting. HB 145, passed by the Alaska legislature, allows one to exempt up to $1,000 from his taxes to cover postsecondary education tuition costs (2-1). A Connecticut proposal would have guaranteed that if a board of trustees voted to increase tuition, the proceeds would be added to the constituent unit's budget (7-13). Finally, another Connecticut proposal would have increased tuition at all constituent postsecondary institutions by 50 percent (7-11).

Student Aid

Thirty-five student aid bills were reported in 1980 (27 enacted and 8 proposed). This volume of activity is consistent with that reported for the past two years. However, as in 1979 only one state reported a bill that establishes a state student aid program. The Florida legislature passed a bill which establishes the Florida Academic Scholars' Fund for full-time undergraduates at universities and community colleges (9-4). Most legislative attention was given to alterations in existing state aid programs.

Two states reported legislation to alter student aid eligibility requirements. For example, SB 8872 in New York would have extended Tuition Assistance Program funds to part-time students (32-24); and, SB 9631 would have extended eligibility to handicapped students (32-26). An Ohio bill makes nonresident students eligible for Ohio Student Loan Commission loans (35-5).

Several states altered the amount of money a student can borrow or increased the availability of revenue. SB 508 in Alaska limits undergraduate loans to $5,000 in any given academic year (2-13); and, a Minnesota bill increases the maximum one may receive in state scholarships and grants (23-2). The Maryland legislature passed a bill which increases the number of awards from 100 to 300 and the amount of each award from $500 to $800 annually for the merit-based Distinguished Scholar Program (20-6). SB 386 in Virgina authorizes the State Education Assistance Authority to enhance the opportunities for loan assistance to students (46-20).

A final group of bills extends aid to specific clientele. Relevant bills here deal with senior citizens in Florida (9-14), survivors of police

and fire fighters killed in the line of duty in Ohio (35-16, 35-25), and dependents of law enforcement officers in Tennessee (42-31).

Area 7: Academic Programs

Forty bills affecting academic programs were reported in 1980. The number is comparable to that reported in the last three reports. Legislation affecting academic programs are divided into two subject categories: 1) curriculum, and 2) certification and accreditation. Examples from each of these categories are discussed below.

Curriculum

Bills directed toward curriculum have several different foci. Vocational or occupational curricula received the principal attention. Several examples are noteworthy. HB 1116 in Louisiana requires that at least 60 percent of the course work leading to an associate degree in occupational studies be in the specialized content of the curriculum (18-11); and a New Mexico enactment appropriates $380,000 to Northern New Mexico Community College to provide vocational programs in Taos (31-9). A Virginia bill creates the Commission on Vocational-Technical and Career Education which will examine the role of community colleges and other institutions and agencies in this area (46-17). An Alaska enactment requires the Department of Education to develop and operate a program of agricultural education (2-9). Agricutural education also received attention from the Hawaii legislature in a bill which requests postsecondary institutions to cooperate with the Department of Education in offering agriculture programs on a statewide annual basis (11-14).

Two state legislatures considered bills dealing with adult education. SB 35 in Alaska requests that the Department of Education extended basic and vocational education to those over 16 years of age, who are no longer attending classes (2-10). An Illinois proposal would have provided statewide access to tuition-free adult education with no upper age restriction on students in such programs (13-12).

Telecommunications and its implications for academic programs also received attention in two states. A Tennessee bill has significant meaning for educational technology. SB 182 merges Chattanooga State Area Vocational Technical School and the educational television station,

Channel 45, into Chattanooga State Technical Community College (42-32). SB 290 in Georgia creates the Public Telecommunications Task Force to examine the organizational structure to allow the public and educational television and radio responsibilities in the state to be exercised effectively (10-19).

Several miscellaneous bills warrant some mention. A Florida enactment authorizes community college centers for gifted junior high school students (9-2). A joint resolution in Tennessee (42-50) urges the University of Tennessee and the State Board of Regents to allow a course in American Sign Language to fulfill a foreign language degree-credit requirement. Finally, an Ohio bill provides emergency medical services and training for miners (35-7).

Accreditation and Certification

As in 1979 several state legislatures passed bills affecting the certification requirements of many professional groups. Legislation focused on nurses (32-17, 35-24), social workers (35-17), pharmacists (25-4), physical therapists (32-2), criminal justice workers (46-19), and real estate brokers (46-9). Two states reported legislation related to nursing education. A New York proposal, considered in 1979 as well, would have required a baccalaureate degree for nurses and an associate degree for associate nurses (32-17), while an Ohio bill revises standards for licensing registered nurses (35-14).

Virginia reported a bill focusing on articulation between community colleges and the Department of State Police for programs designed to train automotive mechanics for qualified inspectors (46-6).

There were no accreditation related bills reported this year.

III

LEGISLATIVE INTENT AND THE IMPACT OF STATE LEGISLATION ON COMMUNITY COLLEGES

Since community colleges operate in a public environment, legislation designed for all postsecondary institutions and/or state governmental bodies in general affects them as well as specific legislative actions directed solely at these institutions. Beginning with the 1978 report, an attempt has been made to explore the impact of broader legislative concerns on community college type institutions. This discussion indicates to some extent the topics on which state legislatures treat community colleges as elements within the entire postsecondary education policy-making process and those on which community colleges are considered as unique educational entities.

To provide additional information about the extent to which community colleges are affected by legislation not exclusively intended for them, a standard analytical procedure was established in 1978. All legislation (excluding that providing for appropriations and capital funds) in each of the seven major area categories of this study--finance, administration, physical facilities, institutional growth, personnel, students, and academic programs--was classified according to four legislative intent categories: (A) legislation intended for community colleges only, (B) legislation intended for all postsecondary educational institutions where community colleges are also affected, (C) legislation intended for educational institutions but excluding community colleges, and (D) legislation intended for state bodies in general that has no particular educational thrust but still affects community colleges. Legislation included under category C does not represent all education-related legislation in the states. Rather, the category includes legislation reported to us which does not deal with community colleges.

The aforementioned procedure was used for the 1980 legislative data reported. The 1980 information is graphically in Tables 11 and 12 while comparison data for 1979 and 1980 are provided in Tables 13 and 14. There are two ways to analyze the legislative intent data. One is to examine the data using the four legislative intent categories--A, B, C, and D--as the primary grouping for analysis and the seven area

categories as the secondary units. This is provided in Table 11 in which the percentages are calculated down the columns. A second way to analyze the data is to use the seven area categories--finance, administration, etc.--as the primary focus of analysis and the four legislative intent categories as the secondary focus. This is provided in Table 12 in which the percentages are calculated according to the rows.

The following analysis is divided into three sections. The first briefly reviews the 1979 findings, the second analyzes the 1980 data, and the third compares the two.

Review of the 1979 Findings

In the 1979 report, two-thirds of the reported legislation affecting community colleges was not drafted with them as the principal focus of concern. Legislation exclusively intended for community colleges comprised 31.6 percent of the total, while legislation intended for all postsecondary education and that intended for state government in general accounted for 33.5 and 34.7 percent respectively.

Second, the volume of legislation addressed to the various subject areas varied by the type of institution the legislation was intended to affect. Thus legislation directed solely at community colleges typically was concerned with administrative (30.4 percent) and financial matters (24 percent); the areas receiving most attention when legislation was intended for all postsecondary institutions were students (33.5 percent) and administration issues (30.4 percent); and, the areas receiving most attention when legislation was intended for state government bodies in general were personnel (40.8 percent) and finance issues (28.2 percent).

Third, each major subject area was affected differentially by legislation intended for different educational or governmental units. Thus, finance-related legislation affecting community colleges was more often intended for all state government (48.9 percent) than community colleges in particular (38 percent); administration-related legislation was primarily intended for postsecondary education in general (39.5 percent) with that solely for community colleges a close second (37.3 percent); personnel-related legislation was predominantly intended for all state governmental bodies (60.3 percent) and only secondarily for

Table 11

INTENT OF LEGISLATIVE PROPOSALS ACCORDING TO EDUCATIONAL OR GOVERNMENTAL SEGMENT AFFECTED
(PERCENTAGES CALCULATED DOWN THE COLUMNS)

Legislative Subject	A Legislation Intended for Community Colleges Only		B Legislation Intended for Postsecondary Inst. Including Comm. Colleges		C Legislation Intended for Educational Inst. Excluding Comm. Colleges		D Legislation Intended for State Bodies in General		All Intent Categories	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Finance	20	19.0	18	10.5	3	17.7	10	7.8	51*	12.1
Administration	39	37.1	52	30.4	2	11.7	30	23.2	123	29.1
Physical Facilities	7	6.6	2	1.7	0	0.0	6	4.7	15	3.5
Institutional Growth	11	10.5	2	1.7	2	11.7	0	0.0	15	3.5
Personnel	12	11.5	6	3.5	0	0.0	77	59.7	95	22.5
Students	12	11.5	62	36.2	6	35.3	3	2.3	83	19.7
Academic Programs	4	3.8	29	17.0	4	23.6	3	2.3	40	9.6
All Subjects	105	100.0	171	100.0	17	100.0	129	100.0	422	100.0

*Excludes appropriations and capital funding bills.

Table 12

INTENT OF LEGISLATIVE PROPOSALS ACCORDING TO TOPICAL AREAS AFFECTED
(PERCENTAGES CALCULATED ACROSS THE ROWS)

Legislative Subject	A Legislation Intended for Community Colleges Only		B Legislation Intended for Postsecondary Inst. Including Comm. Colleges		C Legislation Intended for Educational Inst. Excluding Comm. Colleges		D Legislation Intended for State Bodies in General		All Intent Categories	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Finance	20	39.2	18	35.3	3	5.9	10	19.6	51*	100.0
Administration	39	31.7	52	42.3	2	1.6	30	24.4	123	100.0
Physical Facilities	7	66.6	2	13.3	0	0.0	6	40.0	15	100.0
Institutional Growth	11	73.4	2	13.3	2	13.3	0	0.0	15	100.0
Personnel	12	12.6	6	6.3	0	0.0	77	81.1	95	100.0
Students	12	14.4	62	74.6	6	7.3	3	3.7	83	100.0
Academic Programs	4	10.0	29	72.5	4	10.0	3	7.5	40	100.0
All Subjects	105	24.9	171	40.5	17	4.1	129	30.5	422	100.0

*Excludes appropriations and capital funding bills.

either postsecondary education (21.7 percent) or community colleges in particular (18 percent); student-related legislation predominantly affected postsecondary institutions in general (76.2 percent), and academic programs are influenced by legislation intended for postsecondary education (51 percent) and exclusively for community colleges (46.9 percent).

In summary the 1979 report offered three conclusions. First, when finance and administration are the major issues, community colleges are affected by a wide range of legislation intended exclusively for them. Second, legislation intended for all postsecondary education primarily affects them in the area of students and administration. Third, they are affected by legislation intended for all state government, primarily with personnel and finance issues.

Review of the 1980 Findings

The 1980 data were categorized and analyzed in the same way as in 1979. The initial analysis used the legislative intent categories as the primary grouping for analysis and the seven area categories as the secondary units. Table 11 displays the results.

Several findings emerge from the data portrayed in Table 11. Column A consists of legislation that only affects community colleges. That column indicates that legislation directed exclusively at community colleges most often is concerned with administrative (37.1 percent) and financial matters (19 percent). Column B reflects all legislation intended for postsecondary education in general but which still affects community colleges. This type of legislation is primarily aimed at students (36.2 percent) and administration issues (30.4 percent). Column C identifies legislation that has no impact on community colleges but does affect other educational institutions. Very little legislation of this type was reported in 1980. Column D focuses on legislation intended for state bodies in general but that also affects community colleges. This type of legislation primarily affects community colleges regarding personnel matters (59.7 percent) with administration a distant second (23.2 percent).

In conclusion, the above analysis indicates three major points: 1) legislation explicitly directed toward community colleges generally occur

in the realms of administration and finance; 2) they are affected by legislation intended for all postsecondary education and this is particularly true when the primary concerns are students and administration; and 3) that they are seriously affected in two areas by legislation affecting all state government; the subjects influenced are personnel and administration.

A second approach to the legislative intent issue is to use the seven area categories--finance, etc.--as the principal focus of analysis and the legislative intent categories as the second. Table 12 displays this data. Bills in the Physical Facilities and Institutional Growth areas are excluded because of their limited number.

The most significant finding derived from Table 12 is that legislation intended for all postsecondary institutions including community colleges is the dominant category (40.5 percent). It is followed by legislation intended for all state government (30.5 percent) with legislation exclusively considered for community colleges third (24.9 percent). Thus, 71 percent of the legislation affecting community colleges was not drafted with them as the major focus of concern.

Table 12 provides the basis for other findings. For example, finance-related legislation that affects community colleges is almost evenly distributed between legislatures' attempt to affect the financial procedures of community colleges only (39.2 percent) and postsecondary education in general (35.3 percent).

The distribution of administrative-related legislation varies slightly from finance legislation. Here, legislation intended for postsecondary education in general is predominant (42.3 percent) with administrative-related legislation explicitly intended for community colleges well-represented (31.7 percent). Legislation intended for state government that affects community college administrative matters was also evident (24.4 percent).

Personnel-related legislation dramatically differs from the aforementioned patterns. By far, the major percentage of bills affecting community college personnel is a result of legislative concern with all personnel in the state system (81.1 percent) and a far less result of legislatures' concern with postsecondary education in general (12.6 percent) or community colleges only (6.0 percent).

Students and Academic Programs are the final two area categories analyzed. The data here reveal that community college students are primarily affected by legislation intended for all postsecondary education students (74.6 percent) and that Academic Programs also are primarily affected by legislation intended for all postsecondary education (72.5 percent).

In summary, two general observations emerge from the 1980 data reviewed above. First, state legislation affecting community colleges is more often a product of that intended for postsecondary education in general or state government than exclusively for community colleges in particular. In fact, legislation addressed to all postsecondary education represented the largest percentage of the reported legislation (40.5 percent). Second, the extent to which state legislatures view community colleges as separate entities or part of other educational and governmental groups differs with the issue. Thus, in the realm of finance, community colleges often are treated as separate entities; when the issue is students or academic programs community colleges are included with all postsecondary education; and when the issue is personnel, community colleges are treated essentially as state bodies.

Comparison of the 1978-1980 Findings

The study of legislative intent now has been done for three consecutive years. This provides the basis for a comparison to determine where patterns and changes emerge (see Tables 13 and 14). Although the relevant tables are self-explanatory, some discussion of the trends is provided below.

The initial finding to emerge from a comparison of the data over three years is that the relative distribution of the legislation among the various intent categories has remained essentially the same. For example, legislation intended for community colleges only has continued to be predominant in the administration area (31.8 percent, 30.4 percent, and 37.1 percent). Second, legislation intended for postsecondary education in general--reviewed in Column B--indicates that in each year between 1978 and 1980 the most frequently addressed area was students (30.1 percent, 33.5 percent, and 36.2 percent) with the administrative area second (25.3 percent, 30.4 percent, and 30.4

Table 13

INTENT OF LEGISLATIVE PROPOSALS ACCORDING TO EDUCATION OR GOVERNMENTAL SEGMENT AFFECTED: COMPARISON OF 1978, 1979, AND 1980
(PERCENTAGES CALCULATED DOWN THE COLUMNS)

Legislative Subject	A Legislation Intended for Community Colleges Only			B Legislation Intended for Postsecondary Inst. Including Comm. Colleges			C Legislation Intended for Educational Inst. Excluding Comm. Colleges			D Legislation Intended for State Bodies in General			All Intent Categories		
	Percent			Percent			Percent			Percent			Percent		
	1978	1979	1980	1978	1979	1980	1978	1979	1980	1978	1979	1980	1978	1979	1980
Finance	21.8	24.0	19.0	8.0	7.4	10.5	0.0	100.0	7.7	30.2	28.2	7.8	18.6	20.0	12.1
Administration	31.8	30.4	37.1	25.3	30.4	30.4	0.0	0.0	11.7	16.8	1 .2	23.2	25.1	25.8	29.1
Physical Facilities	3.4	5.5	6.6	2.4	1.3	1.7	0.0	0.0	0.0	12.1	13.0	4.7	5.3	6.7	3.5
Institutional Growth	3.9	5.5	10.5	1.4	1.3	1.7	0.0	0.0	11.7	0.0	0.0	0.0	1.8	2.2	3.5
Personnel	16.2	13.4	11.5	15.0	15.2	3.5	0.0	0.0	0.0	34.2	40.8	59.7	20.6	23.5	22.5
Students	12.3	10.6	11.5	30.1	33.5	36.2	0.0	0.0	35.3	2.0	0.4	2.3	16.4	14.7	19.7
Academic Programs	10.6	10.6	3.8	17.8	10.9	17.0	100.0	0.0	23.6	4.7	0.4	2.3	12.2	7.1	9.6
All Subjects	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 14

INTENT OF LEGISLATIVE PROPOSALS ACCORDING TO TOPICAL AREAS AFFECTED: COMPARISON OF 1978, 1979, AND 1980 (PERCENTAGES CALCULATED ACROSS THE ROWS)

Legislative Subject	A Legislation Intended for Community Colleges Only			B Legislation Intended for Postsecondary Inst. Including Comm. Colleges			C Legislation Intended for Educational Inst. Excluding Comm. Colleges			D Legislation Intended for State Bodies in General			All Intent Categories		
	Percent			Percent			Percent			Percent			Percent		
	1978	1979	1980	1978	1979	1980	1978	1979	1980	1978	1979	1980	1978	1979	1980
Finance	38.6	38.0	39.2	16.8	12.4	35.3	0.0	0.7	5.9	44.6	48.9	19.6	100.0	100.0	100.0
Administration	41.9	37.3	31.7	39.7	39.5	42.3	0.0	0.0	1.6	18.4	23.2	24.4	100.0	100.0	100.0
Physical Facilities	20.7	26.1	66.6	17.2	6.5	13.3	0.0	0.0	0.0	62.1	67.4	40.0	100.0	100.0	100.0
Institutional Growth	70.0	80.0	73.4	30.0	20.0	13.3	0.0	0.0	13.3	0.0	0.0	0.0	100.0	100.0	100.0
Personnel	25.9	18.0	12.6	28.6	21.7	6.3	0.0	0.0	0.0	45.5	60.3	81.1	100.0	100.0	100.0
Students	24.7	22.8	14.4	71.9	76.2	74.6	0.0	0.0	7.3	3.4	1.0	3.7	100.0	100.0	100.0
Academic Programs	28.8	46.9	10.0	57.6	51.0	72.5	3.0	0.0	10.0	10.6	2.1	7.5	100.0	100.0	100.0
All Subjects	33.0	31.6	24.9	39.2	33.5	40.5	0.4	0.2	4.1	27.4	34.7	30.5	100.0	100.0	100.0

percent). Third, Column D--legislation intended for state government in general--reflects a shift in the pattern of legislation reported. While personnel issues were most often addressed during this three-year period (34.2 percent, 40.8 percent, and 59.7 percent), in 1980 administration was the second category (23.2 percent) while finance enjoyed this distinction in 1978 and 1979 (30.2 percent and 28.2 percent).

The data reported in Table 14 reflect a shift in the pattern of legislation reported in 1980 compared with 1978 and 1979. For example, in 1978 and 1979, legislation intended for state government in general was more numerous (44.0 percent and 48.9 percent) than financial legislation intended solely for community colleges (38.6 percent and 38 percent). However, in 1980, financial legislation intended for community colleges only comprised the largest category (39.2 percent), while that for all state bodies was only 19.6 percent. Also there was a slight shift in the distribution of legislation related to academic programs. In 1978 and 1979, legislation in this area intended for community colleges only comprised 28.8 and 46.9 percent of the total respectively, while in 1980 only 10 percent of the legislation was of this type. In 1980, 72.5 percent of legislation affecting academic programs was intended for all postsecondary education.

A comparison of the data from 1978-1980 indicates a slight shift in the distribution of legislation among the legislative intent categories (see final row of Table 14). In 1978 and 1980, the largest category of legislation was that intended for all postsecondary education (39.2 percent and 40.5 percent respectively); in 1979 legislation intended for all state bodies enjoyed this distinction (34.7 percent). Second, there has been a gradual decline from 1978-1980 in the percentage of legislation intended for community colleges only (33 percent, 31.6 percent, and 24.9 percent respectively). Third, the percent of 1980 legislation intended for state bodies in general declined slightly in 1980 compared to 1979 (30.5 percent compared to 34.7 percent). Nevertheless, this type of legislation remains a significant portion of the total.

Two tentative conclusions emerge from the aforementioned comparative data. One is that state legislatures continue to address

certain substantive issues from year to year. Finance issues are viewed as community college, postsecondary education, and state government issues; personnel issues are treated as a state problem; student issues are treated as a postsecondary education topic; and administrative issues are considered as a postsecondary education as well as community college concern. Second, there is an emerging trend to view community colleges as part of the entire postsecondary academic enterprise as well as an entity within state government and less as special institutions. The implication for community college administration and instruction is unknown at this time.

Conclusion

The sequence of state legislative studies conducted over the last few years have focused on the impact that state legislatures can have on community colleges. The analysis provided above indicates that community colleges function within a political and postsecondary environment. They are therefore affected by legislation that addresses topics other than the needs and interests of community colleges alone. Community college educators must therefore monitor a wide range of legislation to determine what bills have implications for their institutions.

IV

CONCLUSIONS AND RELATED COMMENTS

This survey of 1980 state legislation affecting community and junior colleges attempts to familiarize community college educators with financial, administrative, and educational issues that are receiving attention from legislators in the fifty states. The intent is to describe the shaping at the state level and its impact on community college education broadly defined; that is, all kinds of institutions which operate to provide a community college mission whether in whole or in part. Although educators and others interested in this type of education are well aware of legislative activity in their own states, they may not be acquainted with questions of a regional or national nature. The identification, analysis, and interpretation of legislative activity provided here attempt to offer interstate, regional, and national perspective.

This study seeks to be more than an identification of relevant legislation. Its goal is to identify patterns, emerging issues, and policy-related questions that provide a measure of the overall direction and impact of state legislation on community colleges throughout the nation. Because it is impossible to identify trends based on the state legislation of any given year, highlights in the activities of the 1980 state legislative sessions have to be related to those observed in the earlier annual surveys and reports. Real understanding of the legal status of community, junior, and technical colleges comes, therefore, from seeing this year's actions as part of a continuing and constantly changing policy setting--one which must be closely monitored as it unfolds.

Several general conclusions emerge from the legislation reviewed in this 1980 report. First, among seven to be set forth there is a slight decline in the amount of state legislation affecting community colleges. This reverses a trend of continual increase over the past four years. The average number of legislative topics in states holding sessions in 1979 and reporting to us was slightly over sixteen; in 1980 the average was slightly over eleven. It is difficult to assess why there was a decline this year. To some extent, it probably reflects the fact that

three state legislatures did not meet in 1980, and another one met only in a special executive session. On the other hand, the data may reflect legislators' strengthening perception of the community college as a stabilizing institution thus requiring less legislative attention than in the past.

A second conclusion is that 1980 legislative proposals typically intended to emphasize institutional or local control and procedural matters. The former trend reflects the national mood of decentralization in government and educational affairs. In such a context, the predominance of bills falling into the procedural category should not be taken lightly. Procedural legislation affects managerial techniques and administrative operations at an institutional level which, in turn, affect substantive goals. Legislative attention to these matters reflects the increased societal demand for accountability from public institutions.

A third major observation this year is that there is a continued trend among state legislators to view the community college more as an element within postsecondary education or state government and less as a unique educational entity. For example, legislation related to collective bargaining and personnel systems generally addressed the community college within the context of state government. Bills focusing on students and academic programs and curriculum generally focused on postsecondary education in general. This emphasis on the community college as an element within the broader context of the public sector reflects a slight shift in the 1978-1979 pattern. It is difficult to predict how much more closely the community college of the future will resemble the conventional pattern of postsecondary education institutions. The conclusion stated raises real questions about the institutional identity and uniqueness often claimed for community colleges by its leadership; the question is: How much is this view also held by the public policy makers?

In fact a fourth conclusion, related to the discussion above, emerges directly from the data gathered for this report. It is that the continued ambiguity regarding the definition, mission, and identity of the community college continues to reign. The community college mission is assumed in some states (for example, Indiana and Pennsylvania) by two-year branch campuses within the state college and

university system. Yet, while these are primarily two-year institutions, their status as branch campuses requires them to also offer some upper-level undergraduate and even graduate education. Also, 1980 legislation exemplified the continued tendency for some community colleges to seek status as a senior institution. New York legislation designated the College of Staten Island as a senior college with full state funding for baccalaureate programs beginning in 1983, and another bill renamed New York City Community College, New York City Technical College, and enabled it to assume full state funding as a senior college. Despite its rapid growth and increased social acceptance, the community college continues to struggle for its identity and sharper general recognition of its academic purpose. This same question of institutional mission was raised by proposed Florida legislation which would have enabled upper-level universities in the Florida State University System to offer lower division instruction, basically freshman and sophomore courses.

A fifth conclusion we reach this year is that there continues to be legislative interest in the governance of postsecondary education. This was evident in legislative activity regarding governing or coordinating boards. The Massachusetts state legislature created a "super board" for all governance of all public postsecondary institutions, while similar legislation was proposed but not passed in Connecticut and Rhode Island. A coordinating committee was proposed in Florida. Legislative concern with issues of governance was also reflected in bills relating to the composition of governing boards and the role of personnel systems in management (see attached sheet).

Our sixth conclusion is that legislative attention in academic affairs continues to focus more on occupational programs than on other parts of the curriculum. This is reflected by legislative concerns expressed about regularly enrolled full-time students in nursing and technical programs. Also, several bills dealt with continuing education for occupational groups. For example, the New York legislature focused on the educational requirements of practical and registered nurses. This reflects a persistent legislative interest in the so-called emerging professions.

A seventh conclusion is that there is a persistent legislative interest in financial matters. This is reflected in appropriations as well as decisions regarding financial procedures. Appropriations in 1980 showed an overall increase of 8.8 percent. Several complex factors appear to influence legislative behavior in the realm of finance. First, there may be a decline or increase in the full-time equivalent enrollment in a community college system. Fifteen states and Puerto Rico responded to our request for FTE changes from 1979-80 to 1980-81; all but North Carolina had increased during this period. However, this may reflect a change in reporting mechanism. Second, the composition of state legislatures changes over time. These changes may be reflected in differing perceptions of and fiscal support for the community colleges. A final factor affecting financial affairs over a two-year period is the inflationary spiral of the contemporary economy. Consequently, legislative appropriations are made in an environment characterized by an increased cost of living index.

A final conclusion merits emphasis here and special working for continued examination in future annual surveys. It is the extremely interesting trend and the emergence of a significant volume of legislation directed toward the educational needs of particular clientele groups. These bills typically provided a tuition waiver or reimbursement to a group to permit it to finance its education. For example, legislation in Nebraska and Hawaii waived tuition requirements for National Guard members. Bills in Louisiana and Florida provided senior citizens with the same privilege. Other groups benefiting from comparable legislation included the academically gifted, children of firefighters and police killed in the line of duty, those for whom English is a second language, and people who have lost their jobs due to major industrial plan "shut downs." In part, this may reflect a legislative and institutional response to the question raised by Richard C. Richardson, Jr. and Larry L. Leslie in their monograph, The Impossible Dream? Financing Community College's Evolving Mission (1980);[2] that is, how can community colleges and state legislators finance the new institutional mission of serving the socioeconomically disadvantaged young and the financially self-supporting adult learner? In Financing Community Colleges: An Economic Perspective (1980),[3]

David W. Breneman and Susan C. Nelson examine the arguments in favor of public fiscal support for the multiple missions, including lifelong learning, of the community college. The special interest legislation reported in 1980 may reflect one ad hoc approach to the public financial subvention of particular community college clienteles.

Community, junior, and technical college interests should note well the interconnections of meaning and importance between and among the second conclusions we have set forth; taken together they present a basis for attention and action that should be taken seriously by community college leaders and their colleagues in the enterprise. The 1980 volume reveals continued primary legislative concern with financial and administrative affairs. However, their concern with the community college in these as well as other categories reflects an identification of the institution as part of postsecondary education or state government. With the help of the National Council of State Directors, future council surveys will monitor this development to determine its impact on legislative and institutional definition of the community college mission and governance patterns. As in previous reports in this series, we end this 1980 report with the suggestion that community college educators be aware of legislative developments affecting their institutions in their states and work hard to share their insights with others. This report provides an indication of the state legislative landscape for 1980 nationwide. It shows community, junior, and technical two-year colleges to be subjects of high interest and concern to the legislatures and, therefore, gives reassurance that these institutions are considered important. It also shows, however, that legislatures seem reluctant to accept or still do not understand what the true emphasis of the community colleges really is.

V

THE COORDINATION OF LIFELONG LEARNING PROGRAMS

A review of the contemporary popular and professional literature indicates that the concept of a "learning society" is in the forefront of educational policy concerns. The escalating median age of the American population, changing societal perceptions of the role of women, and the so-called knowledge explosion have intensified the need and demand to extend educational opportunities to adults through lifelong learning. Yet, there is institutional confusion as to who will provide these services and who will coordinate these activities. In The Community College: Values, Vision, and Vitality (1980),[4] American Association of Community and Junior Colleges' President Edmund J. Gleazer, Jr. calls for the community college to serve as a "nexus" or hub for lifelong learning.

Building on Gleazer's recommendation and the examination of the coordination of lifelong learning programs included in the 1979 report in this series, we examined this year public policies affecting two-year college-public school coordination of lifelong learning programs. The cooperative interaction between these two community-based institutions may emerge as a major topic on the educational agenda for the 1980s. Leaders like Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, have begun to focus attention again on needed stronger cooperation between the two-year institution and the public school. To be sure, those efforts express concern for improved educational service to children and youth, but we believe the same call for cooperation can be made for improved services to adults; indeed we believe the call is already coming from the public policy makers if not the educational leadership.

With this issue in mind, we surveyed State Directors of Community Colleges to obtain a measure of the existing public policy framework within which interface occurs. The current status of statutory and administrative agency policies touching on possible community college-public school coordination and cooperation at the local and state levels respectively were examined. We also asked the respondents to assess the direction in which statutory and administrative agency policies were

moving in terms of possible impact on community college-public school coordination and cooperation of lifelong learning programs. Respondents were then asked to identify and discuss the factors which prompted their responses to the foregoing questions and actions during the past two or three years or planned for the future affecting the topic under consideration. Forty-three states returned completed questionnaires. An overview of the insights gained from an analysis of the reported data follows.

The first question asked of State Directors was, "What is the current status of state constitutional or statutory policies touching on possible community college-public school coordination and cooperation at the local and state levels to provide lifelong learning programs?" As the responses to Question 1 in Table 16 shows, a large majority of respondents (42.5 percent) reported no local level policies touching on coordination and cooperation, and a slightly smaller but still significant group (37.5 percent) reported a similar situation at the state level. Only 15 and 20 percent reported a well-established and stable policy framework at the local and state levels respectively.

The second question was similar to the first but emphasized administrative policies: "What is the current status of state level administrative agency policies touching on possible community college-public coordination and cooperation at the local and state levels to provide lifelong learning programs?" The responses to Question 2 as shown in Table 16 range considerably. At the local level, 25 percent of the respondents reported the current situation well established and stable, 22.5 percent described it as under examination, and the same percent classified it as "nonexistent." At the state level, 30 percent defined administrative policies as well established, while a slightly larger group (32.5 percent) defined them as under examination.

Third, we asked State Directors, "In what direction is state public policy moving in terms of possible impact on community college-public school coordination and cooperation of lifelong learning programs?" An overwhelming majority (62.5 percent) felt that there was no change in statutory policy. However, an equally large number (60 percent) felt that administrative agency policy was moving toward increased coordination.

Table 15

STATES RESPONDING TO TWO-YEAR-PUBLIC SCHOOL COORDINATION SURVEY

ID#	State	Response
1	Alabama	X
2	Alaska	X
3	Arizona	X
4	Arkansas	X
5	California	X
6	Colorado	X
7	Connecticut	X
8	Delaware	X
9	Florida	X
10	Georgia	
11	Hawaii	X
12	Idaho	X
13	Illinois	X
14	Indiana	X
15	Iowa	X
16	Kansas	X
17	Kentucky	X
18	Louisiana	X
19	Maine	
20	Maryland	X
21	Massachusetts	X
22	Michigan	X
23	Minnesota	
24	Mississippi	X
25	Missouri	X
26	Montana	X
27	Nebraska	X
28	Nevada	X
29	New Hampshire	X
30	New Jersey	X
31	New Mexico	X
32	New York	
33	North Carolina	X
34	North Dakota	X
35	Ohio	X
36	Oklahoma	X
37	Oregon	X
38	Pennsylvania	
39	Rhode Island	X
40	South Carolina	X
41	South Dakota	X
42	Tennessee	
43	Texas	X
44	Utah	X
45	Vermont	X
46	Virginia	X
47	Washington	X
48	West Virginia	X
49	Wisconsin	
50	Wyoming	
51	Puerto Rico	X
	TOTALS	43

Table 16

PUBLIC POLICIES AFFECTING COORDINATION OF LIFELONG LEARNING PROGRAMS

1. What is the current status of statutory policies touching on possible community college-public school coordination at the local and state levels to provide lifelong learning programs?

a. Local Level	Percent
Nonexistent	42.5
Well established and stable	15.0
Undefined and stable	15.0
Under examination, fluid	17.5
Other	10.0

b. State Level	Percent
Nonexistent	37.5
Well established and stable	20.0
Undefined and stable	17.5
Under examination, fluid	20.0
Other	5.0

2. What is the current status of administrative agency policies touching on possible community college-public school coordination at the local and state levels to provide lifelong learning programs?

a. Local Level	Percent
Nonexistent	22.5
Well established and stable	25.0
Undefined and stable	17.5
Under examination, fluid	22.5
Other	12.5

b. State Level	Percent
Nonexistent	15.0
Well established and stable	30.0
Undefined and stable	20.0
Under examination, fluid	32.5
Other	2.5

3. In what direction is state public policy moving in terms of possible impact on community college-public school coordination of lifelong learning programs?

a. Statutory Policy	Percent
Toward increased coordination	32.5
Toward increased competition	----
No change	62.5
Other	5.0

b. Administrative Agency Policy	Percent
Toward increased coordination	60.0
Toward increased competition	5.0
No change	35.0

Two conclusions emerge which are worth elaboration before focusing on the factors or conditions influencing the above responses. First, it is obvious that there is a less firmly established and stable legal (constitutional or statutory) policy framework at both the local and state level than there is some administrative policy. Administrative policies, therefore, we can conclude emerge within a statutory vacuum. One tentative explanation of this may be the time lag for legislative activity to reflect incremental administrative decision making; and, if this be so, one would need to question it further, for policy is supposed to precede administrative or executive action. Or, it may be attributed to a possible gap between professional educators' sense of the timeliness of lifelong learning and legislators' lack of understanding or unwillingness to deal with the concept. A second conclusion is that there is a significant difference between the respondents perception of the extent to which statutory, as compared with administrative agency policy, was moving toward increased community college-public school coordination and cooperation of lifelong learning programs. While only 32.5 percent felt that statutory policy was moving toward increased coordination 60 percent felt that administrative agency policy was moving in that direction.

The conditions influencing the respondents to classify the current status of statutory and administrative agency policies at both the state and local level as nonexistent, undefined and stable, or under examination were wide-ranging. In general, these respondents emphasized the absense of any formal statutory or administrative policy framework and an environment characterized instead by ad hoc incremental decision making. However, the exact factors affecting two-year college-public school coordination of lifelong learning programs varied significantly.

One of two major conditions seem to exist in states where respondents defined the existing status of cooperation as well-established and stable: (1) clarity of legislative policy and (2) presence of formal agreements. Clear statutory policies which influence two-year college-public school coordination of lifelong learning programs at both the state and local levels is illustrated by California; here the State Education Code defines the adult education responsibilities of the

various educational agencies, and these statutory requirements provide the context for administrative decision making. A similar condition exists in Kentucky where the state constitution provides the framework for public education. Formal, articulation agreement among institutions was identified in ten states. For example, in Maryland each county has a local advisory council appointed jointly by the board of education and community college board of trustees. In West Virginia two-year institutions and public schools coordinate their lifelong learning programs through Title I projects. However, some states reported cooperation among institutions within a given educational segment (i.e., postsecondary only) rather than between the two-year college and the public school.

As already indicated, while most respondents felt there was no change in statutory policy regarding lifelong learning, an equally large number felt administrative agency policy was moving toward increased coordination. In their elaboration respondents identified two factors that emerged as influencing this direction. The first was the increased number of informal and formal agreements promoting cooperative program planning and implementation in career, occupational, and vocational education. A second factor was the cooperative efforts in the realm of community education. Several examples in both areas are evident. In Wisconsin the Joint Administrative Committee on Continuing Education coordinates the development and implementation of continuing education policy between the University of Wisconsin System and the Vocational, Technical, and Adult Education System. Articulation agreements between Technical Education Centers and public school vocational centers also were reported in South Carolina. Community education in North Carolina has been facilitated through cooperation between the Department of Public Instruction's Community Schools program and the Community College System. Each of these cases illustrates administrative attempts to facilitate interfaces between the community college and the public school. However, this has typically occurred in an administrative decision making rather than statutory framework.

Only a few respondents identified actions which had been taken or where planned that had implications for community college-public school

cooperation and coordination of lifelong learning programs. Developments generally fell into two classifications: policy studies or surveys and formation of articulation committees. For example, the California legislature encouraged postsecondary institutions to undertake several studies of programming for adults and how to promote public school-community college coordination of adult and continuing education. The University of Hawaii is also in the process of developing a statewide policy on alternative delivery of education. Two examples of articulation committees addressing this issue are the Illinois Joint Education Committee comprised of board members from the Illinois Board of Higher Education and the Illinois State Board of Education. Also in New Mexico coordination of occupational programs involves both the local and state governing boards.

Conclusion

In the 1979 report in this series, the authors' review of the coordination of lifelong learning programs revealed little interest in the topic among educational policy makers. The data discussed here also indicate the lack of clear statutory or administrative guidelines for public school-two-year college coordination of lifelong learning programs. While there appears to be more clearly defined administrative policies, they are designed and implemented without a statutory framework. The gap between administrative and statutory guidelines is evident in the fact that while a majority of respondents felt there was no apparent change in statutory policy forthcoming, an equally significant group asserted that administrative agency policy was moving toward increased coordination.

The disparity between administrative and statutory direction cited above is reflected in the respondents' discussion of existing or anticipated developments with implications for public school two-year college cooperation. In general these activities tend to be in the form of survey inquiries into the topic or voluntary committees or consortia comprised of representatives from the K-12 and postsecondary sectors. There was no mention of statutory changes to facilitate coordination. Thus, the future policy environment for lifelong learning probably will

reflect the current one; that is, decisions will remain institutionally-based and policy will be altered on an incremental, ad hoc basis.

In the monograph discussed earlier, the authors raise the pertinent question of how programs for adult learners as well as other nontraditional clienteles will be financed. The brief survey discussed here indicates that there has been little or no systematic attention given to altering statutory policy in this area. Rather, the policy framework for public school/two-year college coordination of lifelong learning programs seems to still be at the level of discussion. This is reflected in the high number of reported surveys, studies, and committees addressing the topic. If the goal of a "learning society" identified by scholars and leaders in the field of postsecondary education is to become a reality, a clearly defined policy framework will facilitate attainment of this end. Public school and community college educators, as well as others concerned with this topic, need to monitor closely administrative and statutory developments to ascertain whether institutional cooperation or competition will characterize the future environment. More than this, if the leaders of "community-based" institutions wish to feel more confident that their efforts toward serving the adult learner are to be more widely accepted and supported by the general public, they need to have stronger and better efforts to sensitize legislators to act to improve the state-level policy framework within which their institutions function. In short, a state legislative action program is called for.

NOTES

1. S. V. Martorana. "Recent State Legislation Affecting Junior Colleges," Junior College Journal 20 (1950): 241-52.

2. Larry L. Leslie and Richard C. Richardson, Jr. The Impossible Dream? Financing the Community College's Evolving Mission. Washington, D.C.: American Association of Community and Junior Colleges, 1980.

3. David W. Breneman and Susan Nelson. Financing Community Colleges: An Economic Perspective. Washington, D.C.: The Brookings Institution, 1981 (Forthcoming).

4. Edmund J. Gleazer, Jr. The Community College: Values, Vision, and Vitality. Washington, D.C.: American Association of Community and Junior Colleges, 1978.

REFERENCES

Breneman, David W. and Susan Nelson. Financing Community Colleges: An Economic Perspective. Washington, D.C.: The Brookings Institution, 1981 (Forthcoming).

Education Commission of the States. Annual Reports From the States 1980. Denver, 1980.

Gleazer, Edmund, Jr. The Community College: Values, Vision, and Vitality. Washington, D.C.: American Association of Community and Junior Colleges, 1978.

Leslie, Larry L. and Richard C. Richardson, Jr. The Impossible Dream? Financing Community College's Evolving Mission. Washington, D.C.: AAJC, 1980.

Martorana, S. V. "Recent State Legislation Affecting Junior Colleges." Junior College Journal Vol. 20, January 1950; 241-52.

Martorana, S. V. and Wayne Smutz. State Legislation Affecting Community and Junior Colleges, 1978. University Park: The Pennsylvania State University, Center for the Study of Higher Education, July 1979, Report No. 33.

_____. State Legislation Affecting Community and Junior Colleges, 1979. University Park: The Pennsylvania State University, Center for the Study of Higher Education, June 1980, Report No. 35.

Martorana, S. V. and James L. Wattenbarger. Principles, Practices, and Alternatives in State Methods of Financing Community Colleges and an Approach to Their Evaluation, with Pennsylvania a Case State. University Park: The Pennsylvania State University, Center for the Study of Higher Education, April 1978, Report No. 32.

Master Planning for Postsecondary Education in Utah. Salt Lake City: Utah State Board of Regents, 1980.

Rules and Regulations. Cheyenne: Wyoming Community College Commission, 1980.

Selected School Laws and Standards. Des Moines: Iowa Department of Public Instruction, 1979.

State Legislation Affecting California Community Colleges: 1979, 1980 Legislative Sessions. Sacramento: California Community Colleges' Chancellor's Office, 1980.

Student Enrollment Report: West Virginia Institutions of Higher Education, First Semester, 1979-80. Charleston, 1980.

Technical Community College Areas: State Aid Request for the Fiscal Year 1980-81. Lincoln, Nebraska: 1980.

APPENDIX A

ABSTRACTS OF STATE LEGISLATION
RELATING TO POSTSECONDARY EDUCATION

1980 State Legislation Sessions

Arrangement

The items of legislation listed here include both those enacted and those proposed. Within each group the order of items is numerical. Chapter or act numbers are by Senate Bill and House Bill numbers, depending on the information provided by the respondents.

ALABAMA (1)

Legislation Enacted

1-1 Appropriation (S 315) Appropriates $44,745,763 to state junior colleges and the junior college divisions of community colleges.

1-2 Appropriation (S 315) Appropriates $36,776,035 to postsecondary vocational technical schools.

1-3 Appropriation (H 534) Appropriates $325,000 to the Marion Military Institute.

1-4 Appropriation (H 535) Appropriates $125,000 to the Lyman Ward Military Academy.

1-5 Appropriation (H 536) Appropriates $300,000 to the Talladega College.

1-6 Appropriation (H 537) Appropriates $400,000 to the Walker County Junior College.

1-7 Salary Increase (H 571) Authorizes the state personnel department to revise the schedule of rates set forth in the pay plan for state employees to allow for a 7.5 percent pay increase.

1-8 Salary Increase (S 540) Authorizes the state budget officer to allocate to the state board of education for disbursement to the local school systems, the technical, junior, and community colleges, the board of the Alabama Institute for Deaf and Blind, and the board of the Department of Youth Services the funds necessary to grant a 16 percent salary increase.

1-9 Private School License (H 319) Requires certain schools and courses of instruction publicized, sold, offered for sale, and administered to state residents to operate only with a license from the Alabama state department of education.

ALASKA (2)

Legislation Enacted

2-1 Tuition Credit (HB 145) Allows one to exempt up to $1,000 from his taxes to cover the tuition costs for attending a higher education institution whose tuition is paid by the taxpayer.

2-2 Resource Studies (HB 323) Authorizes the study of renewable and nonrenewable resources in western Alaska and the dissemination of information about these resources.

2-3 Student Loan Program (HB 387) Establishes the eligibility terms under which a student may apply for a scholarship loan.

2-4 Special Appropriation--Women's Center (HB 603) Appropriates $138,000 from the general fund for the operating expenses of the Women's Center at Anchorage Community College.

2-5 Community College Study (HB 651) Authorizes the Commission on Postsecondary Education to conduct a comprehensive study of the community college. Included among the topics to be studied are: the role of the community college in postsecondary education; the role of local policy advisory committees associated with community colleges with reference to the powers and duties of the Board of Regents of the University of Alaska, the office of the community college system chancellor, and the administration of community college campuses; and the relationship between community colleges and the University of Alaska's extension centers. Establishes a legislative interim committee to assist in that study.

2-6 Fisheries Education (HB 697) Establishes in the Department of Education a Fisheries Education Steering Committee.

2-7 Special Appropriation--Agricultural Education (HB 731) Appropriates $187,000 from the general fund to the Department of Education to develop secondary, postsecondary, and adult agricultural education.

2-8 Loan Limits (SB 18) Limits scholarship loans to students to a period not to exceed seven years.

2-9 Agricultural Education (SB 401) Requires the Department of Education to develop and operate a program of agricultural education.

2-10 Adult Education (SB 35) Requests that the Department of Education provide educational opportunities in vocational education and training, basic education, and fire-service training to those over 16 years of age who are no longer attending school.

2-11 Curriculum Administration (SB 35) Exempts postsecondary education degree programs and those educational activities

governed by the Alaska Commission on Postsecondary Education from the Department of Education's program responsibilities.

2-12 Financial Aid Advisory Council (SB 457) Establishes a student financial aid advisory council for student scholarship loans.

2-13 Student Loan Limits (SB 508) Limits undergraduate loans to $5,000 in any one school year; limits graduate loans to $7,500 in any one school year.

2-14 Compact for Education (SB 522) Establishes the Education Commission of the States and subsequently authorizes Alaska to enter the Compact for Education. In addition to the authority conferred on the Commission by the Compact, it also has the power to undertake research related to educational needs, instruction, and financing.

2-15 Telecommunications (SB 509) Establishes a telecommunication division in the Department of Commerce and Economic Development, transfers telecommunication and data processing to those divisions, and changes the department's name to the Department of Commerce, Economic Development, and Telecommunications.

2-16 Financial Assistance (SB 130) Establishes programs of financial and academic assistance to college and university students who provide incentives for Alaskan students to attend colleges and universities in the state.

2-17 Legislative Internship Program (SB 130) Establishes a legislative internship program for University of Alaska students.

2-18 State Support Formula (SB 428) Establishes the procedure to convert full-time equivalent data to number of instructional units for purposes of providing state support for postsecondary education programs.

2-19 Prohibition of Sex Discrimination (HB 411) Prohibits sex discrimination against any student or employee in public education in Alaska.

ARIZONA (3)

Legislation Enacted

3-1 Mileage Reimbursement (SB 1091) Increases the mileage reimbursement for use of a private vehicle from $0.17 to $0.20 per mile.

3-2 Board Membership (SB 1194) Prevents a county officer from serving on a community college's local governing board.

3-3 School Taxation (SB 1198) Focuses on taxation of leased school property (no further information given).

3-4 Dual Enrollment (SB 1203) Provides that a nonresident student enrolling in two or more public institutions of higher education in Arizona at the same time for more than six semester hours of credit must pay the nonresident tuition at one of the institutions (his choice) in an amount equivalent to the combined total of semester hours for which he is concurrently enrolled.

3-5 Appropriation (SB 1229) Appropriates $500,000 to Mohave Community College for capital outlay purposes.

3-6 Retirement and Health Insurance (SB 1257) Changes the percentage deducted from state employees for retirement purposes.

3-7 Annuities (HB 2356) Requires employers to transfer monies earned from annuities within ten working days after the first pay period of each month; otherwise penalties are imposed.

3-8 Board Elections (HB 2405) Requires that local community college governing boards be elected at the general election.

3-9 Precinct Boundaries (HB 2405) Authorizes the County Board of Supervisors to determine community college precinct boundaries.

3-10 Sunset Review (SB 1152) Provides that the State Community College Board, along with several other agencies, terminate on July 1, 1988, under "sunset review."

3-11 Employee Wages (HB 2083) Prescribes conditions on the withholding of employee wages, as well as when wages are to be paid upon termination of employment. It also provides for procedures for review and determination of wage claims.

3-12 Proprietary Specification (HB 2086) Provides that architects employed relative to public buildings are not allowed to use proprietary specifications unless certain specifications are met.

3-13 State Seal (HB 2139) Prescribes that the Secretary of State is the custodian of Arizona's Great Seal; anyone wishing to use the state seal will have to have permission from him.

3-14 Retirement (HB 2453) Provides that effective July 1, 1981 all nonretired members of the State Retirement System will automatically become members of the State Retirement Plan.

3-15 Appropriation (HB 2463) Appropriates $39,838,500 to community colleges.

Legislation Introduced But Not Enacted

3-16 Hiring Moratorium (SB 1002) Would have put a moratorium on the hiring of state employees.

3-17 Bidding (SB 1157) Would have increased the bidding amount for public construction and made exceptions to existing regulations.

3-18 Board Membership (SB 1226) Would have expended the local governing boards in Maricopa and Pima Counties from five to seven members upon a vote of the people.

3-19 Building Referendum (SB 1236) Would have required that an election be held if a community college district wishes to construct a building costing $300,000 or more.

3-20 Board Membership (SB 1313) Would have changed procedures for appointment if a vacancy occurs on a local district governing board.

3-21 Financial Disclosure (HB 2077) Would have required community college employees earning more than $25,000 a year to make a financial disclosure.

3-22 Foreign Students (HB 2201) Would have required certain community college and university foreign students to pay a non-resident tuition fee.

ARKANSAS (4)

No Relevant Legislation Reported

CALIFORNIA (5)

Legislation Enacted

5-1 Litigation (AB 1709) Authorizes governing boards to contract services of an attorney in private practice.

5-2 Displaced Homemakers (AB 1959) Extends the use of the displaced homemaker center in Los Angeles until July 1, 1980 with an appropriation of $60,000.

5-3 Building Construction Inspectors (AB 2065) Extends existing law until January 1, 1982 for community college building construction inspectors.

5-4 Joint Occupancy Leases (AB 2186) Allows districts to continue to enter joint occupancy leases and agreements with private parties.

5-5 Santa Monica Community College District: Personnel (AB 2336) Allows governing boards of the school district and the community college district which employ identical personnel to use individual and separate merit systems applicable to each district.

5-6 Tuberculosis Tests (SB 1267) Requires pregnant employees to undergo an examination for active tuberculosis within a reasonable time following termination of the pregnancy.

5-7 Counseling/Confidentiality (AB 743) Provides that any information disclosed by a student 12 years of age or older while receiving counseling from a community college is confidential and shall not be revealed, except under certain conditions.

5-8 Tuition Fund (AB 2395) Requires that the balance remaining in the county community college tuition fund at the close of the third fiscal year following the inclusion of the remaining nondistrict territory of a county into a community college district, if that third year was fiscal year 1978-79, would be deposited in the county school service fund.

5-9 Revolving Cash Fund (AB 3180) Allows districts to increase the maximum amount of money in their revolving cash fund from $25,000 to $50,000.

5-10 Registration (SB 1156) Allows community colleges to give persons employed by a fire protection or prevention agency preference in registering for inservice courses sponsored by a fire protection agency.

5-11 School Finance (SB 1426) Establishes the State School Building Lease-Purchase Fund with $208 million which may be used to remodel, reconstruct, or replace existing school buildings that are inadequate or unsafe and to acquire new school sites and buildings.

5-12 Building Repair: Limitations (SB 357) Increases the total costs authorized by community college districts to do certain work by day labor or by force account from $3,000 or 750 total hours to a $7,500 limit. Large districts with 35,000 or more average daily attendance are limited to $15,000.

5-13 Tideland Oil Revenue: COFPHE (SB 1426) Allocates to COFPHE the amount necessary to provide for an unencumbered balance of $150,000,000 for fiscal year 1979-80 and an equal amount adjusted annually, as specified, for each subsequent fiscal year, allocates to the State School Fuilding Lease-Purchase Fund, a continuously appropriated fund the amount of $250,000 for fiscal year 1980-81, reduces by specified transfer of funds, an amount equal to the same adjusted annually, as specified, for each subsequent fiscal year, allocate to the Energy and Resources Fund, which the bill would create, the amount of $150,000,000 for the fiscal year 1980-81 and subsequent fiscal years, and allocates the balance of state lands revenues, monies, and remittances in excess of the specified obligations to the Tideland Oil Revenue Account, which the bill would create in the General Fund.

5-14 Credential Fees (SB 1513) Provides for the Chancellor's office to increase the credentialing fee for the issuance of a community college teaching credential from a maximum of $20 to $30.

5-15 Apprentices (SB 1562) Would remove apprenticeship training from average daily attendance (ADA) calculations. State aid would be based on hourly attendance, with state support equal to $3.25 per instructional hour for each apprentice. Transfers $9,345,000 to apprenticeship training from the current community college appropriation for ADA.

5-16 Layoffs Of Certified Employees (SB 1654) Would replace drawing of lots as a means of determining seniority between two employees hired the same day who are facing layoff with a procedure determined by the community college district governing board by the establishment of criteria based on the needs of the students and district.

5-17 Vocational Education: Contracts (AB 871) Would extend existing provisions that vocational courses and programs offered in regional occupational centers, and vocational programs offered by school districts and community college districts, commenced after September 22, 1979, must be reviewed every two years, and terminated within one year of such review, if such courses do not meet specified criteria to every course or program as of the 1981-82 school year, regardless when it commenced and would require such review every five years. This bill also requires community college districts which utilize facilities of private schools for instruction in cosmetology to use contracts in accordance with provisions authorizing contracts with private schools for vocational education. It deletes the requirement that the curriculum provided by a ROC or ROP be approved by the Department of Education. Instead, it will review their programs, curriculum, and courses for compliance with the State Plan for Vocational Education; to notify governing boards of programs, etc. that do not comply with the state plan; and to require governing boards to remedy such noncompliance. The bill exempts nonprofit public benefit corporations that provide instruction in employment and skill training at no charge.

5-18 Community College Construction Act (AB 1171) Would repeal the Community College Construction Act of 1967 and add the Community College Construction Act of 1980. It eliminates the calculation of "the relative district ability" and would require the Chancellor to determine respective state and district shares for projects.

5-19 Student Residency Requirements (AB 2567) Would extend resident classification to attendees of postsecondary institutions who are dependents of members of the armed forces upon the member's retirement from the service.

5-20 Bilingual Education: Teacher Grant Program (AB 2615) Would delete existing law, AB 2917, Bilingual Teacher Corps Program, and establish a Bilingual Teacher Grant Program administered by the Student Aid Commission for low income persons who

demonstrate upon entry to an educational institution oral proficiency in a nonEnglish target language.

5-21 Alien Students: Nonresident Fees (AB 2619) Would extend until June 30, 1981 the termination date of a law that provides that a student who is an adult or minor refugee alien and has been granted a specified status is entitled to resident classification and can pay resident fees at public higher education institutions.

5-22 Finance (AB 2628) Would clarify funding problems in five sections of the Education Code (81180, 2111, 85, 003, 42610, and 84700).

5-23 Nonresident Fees (AB 2825) Would revise current funding formulas dealing with the nonresident tuition fee.

5-24 Apprenticeship: Worker's Compensation (AB 2912) Would specify that an apprentice, while attending related and supplemental instruction classes, shall be considered to be in the employ of the apprentice's employer for worker's compensation purposes, unless he is unemployed. In the latter case, the school is considered the employer.

5-25 State Agency Regulations (ACA 60) Would expressly authorize the legislature, by a separate resolution of either house, to invalidate any regulation of a state agency. Would provide that no member of the public shall be denied any legal right by any state agency promulgation unless it was adopted as a regulation in accordance with law.

5-26 Personnel (AB 3283) Would specifically authorize each city, county, school district, community college district, and special district to take job performance, job necessity, seniority, and the effect on affirmative action programs into account when making staff reductions or reassignments.

5-27 Classified Employees: Layoff (SB 429) Would delete the exemption which allows a school district or community college district to dispense with notices to classified employees if layoff is due to a financial inability to pay their salaries or is due to a lack of work resulting from causes not foreseeable or preventable by the governing board.

5-28 Glendale Unified School District (SB 1277) Would authorize the Governing Board of the Glendale Unified School District to order an election to be held concurrent with the statewide election to determine whether a separate community college district board shall be established, subject to specified provisions governing the establishment and election of the separate board.

5-29 Sex Offenses (SB 1337) Would specifically add the crime of unlawful sexual intercourse with a minor to the list of crimes

applicable to suspension and dismissal procedures for an employee of a school district or community college district.

5-30 Classified Employees (SB 1386) Would provide that the governing board of a school district or community college district may establish positions and employ persons in public service positions which are funded by CETA and which are restricted by the act to a limited duration of participation. Such positions would be part of the classified service except for specified purposes related to the filling of vacancies, the computation of seniority, for purposes of layoff, and the computation of service credit for permanent status.

5-31 Finance (AB 1176) Would provide that for the 1980-81 fiscal year average daily attendance counted for certain noncredit courses for the handicapped in the 1977-78 fiscal year of which state support is no longer available be excluded from the computation of the incremental cost factor for districts which declined more than 7 percent in average daily attendance between the 1977-78 and 1978-79 fiscal years and in which such average daily attendance was 250 or more. Would appropriate from school funds an amount not to exceed $200,000 for Chaffey and $57,000 for Sierra Community College for the 1980-81 fiscal year. Further, if there is a surplus in School Fund B in the 1980-81 fiscal year an amount not to exceed $400,000 shall be apportioned to Chaffey Community College. Would appropriate money only to those two institutions.

5-32 California National Guard: Student Loan Act (AB 1278) Would enact the California National Guard Student Loan Act of 1979 to provide through the Military Department, student loan benefits for part-time members of the California National Guard under age 35 who are enlisted members, warrant officers, or commissioned officers of the rank of captain or below and who meet specified requirements concerning duration of service.

5-33 Certificated Employees: Part-Time (AB 1550) Would require the Board of Governors to publish a statewide report on part-time employment practices and patterns in each community college district to be submitted to the legislature no later than January 1, 1982. At the least, the report shall include a comparison of full-time and part-time faculty in the area of teaching workload, related academic activities, remuneration, types of certificates, types of classes taught, length of employment, and whether or not the faculty members are evaluated. Information on assignments performed by full-time instructors which is in addition to their full-time assignment for which they receive additional compensation shall be included in this report. Unless a district finds, pursuant to that district's evaluation policies and procedures, that a temporary employee's performance is unsatisfactory, that employee's performance shall be deemed satisfactory. Any temporary employee whose performance is satisfactory according to all above, and who has taught a

particular course in a community college district the most recent time that course was offered by the district, shall have the right to teach that course the next time that the course is offered by the district. A temporary employee shall have the opportunity to teach a class according to the provisions of this bill for one year even if during the course of that year, the same class is taught one or more times by contract or regular employees.

5-34 Dismissal Procedures (AB 2006) Would require that the Commission on Professional Competence select by agreement the place of the hearing for a certified employee who has received notice of a governing board's intention to dismiss him or her. In the absence of an agreement, the place would be selected by the hearing officer.

5-35 Tax Credits (AB 2126) Would authorize a credit up to a maximum of 20 percent or $10,000, whichever is less, against the personal income tax and the bank and corporation tax for any taxpayer who directly subsidizes a school district or community college district through cash contributions or donations of property to the school district or community college district or through the sale or rental of property to a school district or community college district at less than fair market value, as specified.

5-36 Advisory Committees (AB 2355) Would require community college districts to appoint advisory committees prior to the sale, lease, or rental of any excess real property, except rentals not exceeding thirty days, to advise the governing board in the development of districtwide policies and procedures governing the use of disposition of school buildings or space in school buildings not needed for school purposes.

5-37 Auxiliary Organizations (AB 2627) Would repeal existing law which provides for the establishment of auxiliary organizations by the governing board of a community college district. Redefines auxiliary organizations which may be established. Included are recommendations for accounting and auditing procedures, hiring procedures, and auxiliary's board of directors membership and duties.

5-38 Capital Outlay (AB 2973) Would allocate to the Capital Outlay Fund for Public Higher Education (COFPHE) the amount necessary to provide for an unencumbered balance of $125,000,000 plus inflation for the fiscal year 1980-81 and an amount necessary to raise the balance to $125,000,000 on July 1 of each subsequent fiscal year, allocate to the State School Building Lease-Purchase Fund, a continuously appropriated fund, the amount of $200,000,000 for fiscal year 1980-81. Would provide that if the COFPHE has a balance in excess of $125,000,000 on July 1, 1980, or the effective date of this bill, whichever is later, the excess would be transferred to the Special Account for Capital Outlay. Would delete provisions of existing law which requires the transfer of funds from the

General Fund to the State School Building Lease-Purchase Fund and instead transfer the funds to the State School Fund. Would impose a 10 percent matching requirement on capital outlay projects financed through the State School Building Lease-Purchase Fund, which requirement could be waived in case of hardship. Would also prohibit allocations from that Fund to a school district with unjustified surplus school sites and would state a similar legislative intention to impose similar requirements on community college outlay projects. Would require the Legislative Analyst to study the use of funds allocated by the State Lands Commission pursuant to existing statutory provisions and report by January 1, 1981. Provisions of the bill would be repealed on June 30, 1984, unless a later enacted statute is chaptered before that date.

COLORADO (6)

Legislation Enacted

6-1 Appropriation (HB 1265) Appropriates operating funds for the executive, legislative, and judicial departments and agencies and institutions, including $53,440,284 for community colleges.

Legislation Introduced But Not Enacted

6-2 New Institution (SB 87) Would have authorized the formation of the Routt County Junior College district.

CONNECTICUT (7)

Legislation Enacted

7-1 Appropriations (HB 5203) Appropriates $28,172,679 for operating expenses for Connecticut's regional community colleges.

7-2 Day Care Licensure (HB 5607) Extends the temporary licensure of the Northwestern Community College Group Day Care Home to allow it time to complete the process of acquiring and renovating a facility which will meet the requirements for full licensure.

7-3 Lease Exemption (SB 141) Exempts leases under $1,000 from Board of Higher Education approval.

7-4 Media and Equipment Purchases (HB 5186) Establishes a two-year pilot program which allows that the purchase of library media, and educational equipment by the Community Colleges and other constituent units shall be the sole jurisdiction of each college within the funds authorized by the Board of Trustees and subject to their appropriate approval, but not subject to the approval of any other state agency.

7-5 Fund Transfer (SB 224) Increases from $5,000 to $10,000 the amount of funds a board of trustees of a constituent unit of

higher education can transfer from one line-item appropriation without prior Finance Advisory Committee approval.

Legislation Introduced But Not Enacted

7-6 Bond Authorization Would have authorized state bonds for capital improvements.

7-7 Board Creation (HB 5169) Would have created a two-year college system which would have included the community and technical colleges and some of the University of Connecticut's two-year branches.

7-8 Board of Trustees' Membership (SB 319) Would have added the boards of trustees of the constituent units of the state system of higher education to the list of state boards and commissions which are authorized to elect their own chairpersons.

7-9 Board of Trustees' Attendance (HB 5603) Would have provided that the office of members of higher education boards shall become vacant if members fail to attend a minimum number of regular meetings in a calendar year.

7-10 Homemaker Aide Training (HB 5959) Would have transfered a line-item in the Governor's recommended budget from the Department of Health Services to the budget of the Regional Community Colleges for operation of the Homemaker-Home Health Aide training program at Mattatuck Community College.

7-11 Tuition Increase (HB 5945) Would have increased tuition at all constituent units of higher education by 50 percent.

7-12 Student Financial Assistance Programs (HB 5167) Would have transferred authority for establishing policy, procedures, and regulations for Student Financial Assistance programs from the State Student Financial Assistance Commission to the Board of Higher Education.

7-13 Tuition Increase (HB 5140) Would have guaranteed that if a board of trustees voted to increase tuition, the proceeds from it would be added to the constituent unit's budget.

DELAWARE (8)

Legislation Enacted

8-1 Appropriation Appropriates $14,500,000 for community and technical college operating expenses.

FLORIDA (9)

Legislation Enacted

9-1 National Guard Members (HB 162) Prohibits postsecondary institutions from penalizing employees for absence due to being called to active duty with the National Guard.

9-2 Gifted Students (HB 1111) Authorizes community college centers for gifted junior high students with 20 percent of the FEFP cost factor to go to the participating community colleges.

9-3 Risk Management Authority (HB 1428) Authorizes community colleges to participate in self-insurance and risk management programs covering civil action relating to acts of omission; allows for protection of real and personal property.

9-4 Academic Scholars' Fund (CS/HB 1442, 1146) Establishes the Florida Academic Scholars' Fund for full-time undergraduate students at community colleges and universities. It provides for eligibility requirements, stipend, and administration by the Department of Education.

9-5 Retiree Employment (HB 1573) Permits personnel retired under the provisions of the Florida Retirement System to be employed for no more than 600 hours or $4,000 each calendar year. The limitation permits the longest employment as applicable for those under 65 who work for an employer participating in any state retirement system. It removes all limitations for those over 65 and for those working for employers not participating in a state administered retirement program.

9-6 Collective Bargaining Procedural Changes (HB 1655) Alters collective bargaining procedures to provide that special master's recommendations be transmitted by registered mail, requires the legislative body to resolve the disputed issue as it deems to be in the public interest, and requires agreement of disputed issues to be reduced to writing.

9-8 General Capital Outlay (HB 1796) Appropriates $184,189,658 from the Public Education Capital Outlay and Debt Service Trust Fund for public educational projects in the 1980-81 fiscal year. Included in this are appropriations to the community college board of trustees.

9-9 Local Commission Authority Collective Bargaining (SB 83) Provides for appointment of local commissioners, prescribes their qualifications, and identifies procedures to be approved by the Public Employees Regulations Commission.

9-10 Unemployment Compensation (SB 270) Provides that under certain circumstances the account of an employer will not be charged benefit payments for those discharged for unsatisfactory performance during their initial probationary period.

9-11 Public Meeting (SB 368) Requires that a notice of a public meeting or hearing shall include advice to those seeking an appeal of such action that they must have a record of the proceedings.

9-12 Depository Security (SB 388) Adds community college funds to county "depository security" responsibility of the circuit court clerk.

9-13 Documentary Stamp Requirements (SB 416) Exempts the documentary stamp requirement on promissory notes executed by community college or university students receiving financial assistance from state or federal aid programs.

9-14 Scholarships for Indian Students (SB 663) Provides for $2,000 per year scholarships for full-time students registered at a public community college or university who are recommended by either the Miccosukee or Seminole Tribe of Florida.

9-15 Retirement Changes (CS/SB 795, 914) Increases the minimum benefits for retirees covered by the supplemental retirement act.

9-16 Retirement Transfer (CS/SB 796, 914) Reopens the opportunity to transfer from the Teachers Retirement System to the Florida Retirement System.

9-17 Cost of Living (CS/SB 796, 914) Provides a cost of living adjustment of 3 percent to retirement benefits.

9-18 Retirement Benefits CS/SB 796, 914) Provides the thirteenth check of $300 to retirees with fifteen years of service receiving less than $1,000 per month.

9-19 Community College Scholarships (CS/SB 807) Reenacts local bills authorizing charity or scholarship racing days for permit-holders in Hillsborough, Dade, Pinellas, and Seminole counties who were omitted in previous revision of the Florida Statutes.

9-20 Transportation Appropriations (CS/SB 882) Repeals community college transportation unit authorization.

9-21 Vocational Director Certification CS/SB 882) Requires community colleges which generate vocational education funds to employ a certified director of vocational education.

9-22 Sale of Term Papers (CS/SB 882) Makes it illegal to sell papers and dissertations.

9-23 Tuition Waiver (SB 902) Requires each community college board to establish rules to waive fees for residents 60 years of age and older on space available basis except in programs requiring selective admission criteria; permits the use of FTE enrollment generated as part of the community colleges assigned FTE for funding purposes.

9-24 Appropriations (SB 1-D) General appropriations bill. Appropriates $242,143,210 for the operating expenses of community colleges.

9-25 Regional Consortia (HB 70) Would have created a postsecondary education coordinating committee providing for regional consortia, and providing for lower divisions in the upper level universities of the Florida State University System.

GEORGIA (10)

Legislation Enacted

10-1 Fund Raising (HB 397) Exempts educational institutions and affiliated organizations from regulations concerning professional fund raising.

10-2 Health Care (HB 553) Provides for peer review to evaluate the quality and efficiency of professional health care providers.

10-3 Librarians (HB 629) Amends the Act establishing the State Board for Certification of Librarians by providing that all certificates issued will expire every two years on the 31st day of December unless a renewal fee is paid.

10-4 Transfer Tax (HB 651) Provides that any transfer of real property to the Board of Regents and other specified governmental agencies will be exempt from transfer tax.

10-5 Microforms Act (HB 875) Establishes a Georgia Microforms Act, providing for uniform standards of format and identification for all microforms produced for or by any agency of state government after July 1, 1980.

10-6 Mailing List (HB 919) Requires that each state agency annually update its mailing list and further provides that no state agency shall mail publications or materials to a previously elected state officer who is no longer in office except upon written request.

10-7 Scholarships (HB 1079) Provides for a program of scholarships to attend North Georgia College.

10-8 Mileage Reimbursement (HB 1081) Increases the reimbursement of State officials and employees using their private cars in state business from 15 to 18 cents per mile effective July 1, 1980.

10-9 Sunshine Law (HB 1088) Amends the Georgia Sunshine Law by providing that every person present and authorized to vote on any issue at meetings open to the public shall publicly vote in the affirmative or the negative or openly and publicly abstain from voting.

10-10 Retirement (HB 1093) Amends the Teachers' Retirement System Act by allowing a person who has withdrawn his contributions

not more than three times to reestablish his membership in the system.

10-11 Dual Employment (HB 1123) Amends the trading with state law by allowing any person holding a doctoral or master's degree from an accredited college or university to sell his services to another department, agency, or commission or authority of the state on a part-time basis.

10-12 State Fund Depositories (HB 1340) Authorizes the State Depository Board to appoint as State depositories of State funds any Building or Loan Association or Federal Savings and Loan Association which has its deposits insured by the Federal Savings and Loan Insurance Corporation or the Georgia Credit Union Deposit Corporation.

10-13 Student Aid Laws (HB 1428) Comprehensively revises, supercedes, and consolidates the laws relating to various state programs providing assistance to students seeking postsecondary education, changes the name of the Georgia State Scholarship Commission to the Georgia Student Finance Commission and the Georgia Higher Education Authority to the Georgia Student Finance Authority. The Regents Opportunity Assistance Program is transferred to the Georgia Student Finance Authority without change.

10-14 Investments (HB 1532) Clarifies the investment authority of state agencies by specifically providing that they may invest in U.S. obligations or those guaranteed by the U.S., that they may do so under agreement to resell or repurchase, and that they may accept delivery thereof through a book entry in a safe keeping account of the seller.

10-15 Student Injury (HB 1438) Compensates a student for injuries sustained by him while allegedly using defective athletic equipment at Kennesaw College.

10-16 Educational Accountability (HR 667) Establishes a joint subcommittee on Educational Accountability of the University System of Georgia Committee and the Education Committee of the House of Representatives.

10-17 Southern Technical Institute (HR 922) Commends the Southern Technical Institute for its educational excellence and commends it for its independence.

10-18 Drinking Age (SB 68) Provides that no person under 19, except active members of the U.S. Armed Forces, is authorized to purchase, consume or possess any distilled spirits, wines, malt beverages, or alcoholic beverages.

10-19 Public Telecommunications (SB 290) Creates the Public Telecommunications Task Force responsible for making a thorough and exhaustive inquiry into organizational and management structure

alternatives to allow the public and educational television and radio responsibilities of Georgia to be exercised effectively.

10-20 Deposit of Public Funds (SB 381) Authorizes officers collecting, keeping, and accounting for public money to determine the amount of public money held by them which may be deposited and maintained in a particular depository and to provide that all such depositories shall give bond or other securities for the deposits of public funds.

10-21 Motor Vehicles (SB 403) Provides that all motor vehicles owned by Georgia or any municipality or other political subdivision of the state shall be registered with the State Revenue Commissioner.

10-22 Department Purchases (SB 418) Authorizes departments and agencies of the state to purchase personal property on a lease-purchase or installment basis.

10-23 Dual Employment (SB 428) Provides that the Georgia Public Service Commission or the Consumer Utility Council may employ the services of any full-time state employee who has any particular expertise which may be of assistance to them.

10-24 Sunshine Act (SB 431) Amends the Georgia Sunshine Act by providing the representatives of the news media shall at all times be afforded access to meetings declared open to the public.

10-25 Parking Fees (SB 587) Provides that any state department is authorized to deduct from employee salaries and wages designated amounts for paying Capital Hill parking and van pool fees.

HAWAII (11)

Legislation Enacted

11-1 Congratulatory Resolution (HR 387) Congratulates Dr. Joyce Tsunoda for her service in promoting community college education in Hawaii.

11-2 Youth Employment and Training (HR 437) Requests the development of a statewide policy and coordinated program objectives on youth employment and training in Hawaii.

11-3 Windward Community College (HR 417) Requests the Department of Land and Natural Resources to work in conjunction with the Department of Health, University of Hawaii, and Hawaii Housing Authority to develop a coordinated plan for a Windward Community College.

11-4 Pay Structure (SB 2947) Authorizes the chief executives of the state, counties, and judiciary to develop an appropriate pay structure for excluded managerial positions covered under the

civil service statutes and in accordance with the law relating to employees excluded from collective bargaining.

11-5 Definition of "Strike" (HB 2168) Expands the definition of "strike" to include "sympathy strike," defines the terms "essential employee" and "essential position" to prevent such employees from striking unless certain provisions are exhausted, and makes other provisions relating to public employees strike.

11-6 Salary Schedule (HB 2634) Authorizes a reduction in the number of steps within the existing salary range for white-collar and blue-collar public employees.

11-7 Tuition Waiver (HB 1060) Waives tuition of Hawaii National Guard members and military reservists working towards a degree on any University of Hawaii campus during the regular academic year.

11-8 Student Activities Fund (HB 2822) Establishes a "University of Hawaii Student Activities Revolving Fund" to handle monies received from compulsory student activity funds and all other revenues received by chartered student organizations and student activity programs.

11-9 Facility Planning (HR 115) Requests the University of Hawaii and DAGS to report on the University's facility planning and construction program, with special emphasis on the Business Administration problem

11-10 Interpreter Needs (HR 235) Requests the University of Hawaii with cooperation and assistance of DOE, DSSH, and Commission on the Handicapped and private organizations to study sign language interpreter and usage needs of the state and recommend which agency is most appropriate to offer such training programs.

11-11 Alumni Affairs (HR 385) Requests the University of Hawaii to submit a comprehensive study of alumni affairs throughout the system.

11-12 Financial Aid Units (HR 423) Requests the University of Hawaii President to review the status of the number and distribution of the State Financial Aids Units.

11-13 Agricultural Education (SR 280) Requests the BOR to report on how recommendations contained in the Report of the Advisory Committee on improvements in agricultural education programs of the University of Hawaii will be implemented.

11-14 Agricultural and Aquaculture Education (HR 494) Requests the CTAHR, UHH agriculture college, Teacher Education Coordinating Committee, and others to cooperate and assist the Department of Education in expanding its agriculture and

aquaculture programs by offering such courses on a statewide, year-round basis.

Legislation Introduced But Not Enacted

11-15 Tax Exemptions (HB 2724) Would have exempted the University of Hawaii from the general excise and use taxes.

IDAHO (12)

Legislation Enacted

12-1 Appropriation (SB 1469) Appropriates $4,157,700 for the public junior colleges.

12-2 Building Funds (SB 1472) Appropriates $5,870,200 from the Permanent Building Account for various projects.

12-3 Debt Collection (HB 405) Allows public or private higher education institutions to impose reasonable financing and late charges as well as reasonable costs and expenses incurred in the collection of any debt or claims owed provided the terms were in the note of agreement signed by the debtor.

12-4 Tax Limitations (HB 668) Amends the Idaho Code to exempt junior college maintenance and operation levies from the limitations imposed by that Code.

ILLINOIS (13)

Legislation Enacted

13-1 Appropriation Appropriates $252,519,553 to the Illinois Community College Board and the Board of Trustees of the State Community College of East St. Louis.

13-2 Credit Hour Grants (SB 1577) Establishes rates per semester credit hour for credit hour grants and establishes the criteria for distributing these grants.

13-3 Bond Issuance (SB 1817) Authorizes a community college board with the consent of the city council to incur an indebtedness and issue bonds in an amount or amounts not exceeding at any one time 75 percent of the taxes permitted to be levied for educational, building, and maintenance purposes for the then current year.

13-4 Use of Bond Proceeds (HB 2184) Establishes guidelines for the use of proceeds from bonds in the following cases: where the district boundaries have changed or a new district has been formed since the bond was issued, revenue is to be used for purposes other than the original intent, or a rite acquired with the proceeds of a bond issue is declared unsuitable or inconvenient for community college purposes.

13-5 Local Clearing Account (SB 1569) Requires revenue received by the State Community College of East St. Louis for general operational and educational expenses, from student income, and through federal and state aid to be deposited into a local clearing account within ten days of its receipt. Income received through endowment or gifts or through self-supported auxiliary enterprises is exempt.

13-6 Civil Service System (SB 1569) Creates a classified civil service system to be known as the State Universities Civil Service System.

13-7 Mileage Establishes the reimbursement rate for mileage at $0.17 per mile.

13-8 Salary Increases (SB 507) Authorizes that in the allocation of revenue provided for salary increases relatively higher salary increases be provided to lower paid university and community college employees; special attention be given to the salary disparities between Illinois faculty and university civil service employees when compared to similar institutions and agencies in other states; and that the Board of Higher Education in cooperation with the Illinois Community College Board and the university systems report to the General Assembly the specific policies resulting from these guidelines and that the board continue to evaluate faculty, civil service, and administrative salaries provided to higher education employees.

13-9 Funding Disparities (SB 508) Requires the Board of Higher Education and the university systems to analyze their instructional costs; increase the effort to reduce disparities in instructional costs among institutions; and increase their evaluation of funds allocated to university activities not directly related to academic instruction. The findings are to be submitted to the General Assembly.

13-10 Instructional Costs (SB 509) Requires the Board of Higher Education in cooperation with community colleges to analyze the relationship between instructional costs and the wealth of local community college districts and submit their recommendations to the General Assembly.

Legislation Introduced But Not Enacted

13-11 Retirement (HB 3220) Would amend the Public Community College Act to allow termination of a tenured faculty member at the completion of the academic year following his seventieth birthday.

13-12 Adult Education (HB 2131) Would provide statewide access to free adult education through grade twelve or secondary level with no upper age restriction on students in such programs and would repeal previous adult education legislation.

13-13 Dismissal (HB 1015) Would require that an employee dismissal be based on a motion of the majority of board members.

INDIANA (14)

Legislation Enacted

14-1 Appropriations Appropriates $44,538,875 for Indiana's two-year institutions.

IOWA (15)

Legislation Enacted

15-1 Traffic Regulations (HF 2138) Authorizes merged area schools to make rule changes to provide for the policing, control, and regulation of traffic and parking vehicles and bicycles on area schools' property.

15-2 Emergency Repairs (HF 2521) Increases from $5,000 to $20,000 the amount for which governing boards may contract for emergency repairs without advertising for bids.

15-3 Public Radio Station (HF 2580) Appropriates $50,000 for operation of a public radio station for Iowa Central Community College.

15-4 Special Election (HF 2591) Legalizes the proceedings of the Kirkwood Community College board of directors in connection with a special election authorizing the levy of a tax of 21.2 cents per $1,000 of assessed value.

15-5 Board Composition (HF 2593) Authorizes the governing board of a merged area to consist of not less than five nor more than nine members.

15-6 District Boundaries (HF 2593) Provides that changes in the boundary lines of director districts shall not lengthen or diminish the term of office of a director and also provides that revised director district boundary lines be used at the next following regular school election.

15-7 Legal Representation (SF 426) Authorizes a school corporation to be represented by an attorney as required to properly conduct its legal affairs.

15-8 Auxiliary Enterprises (SF 2002) Authorizes the board of directors to expend profits from auxiliary enterprises of area schools for services and equipment.

KANSAS (16)

Legislation Enacted

16-1 Name Change (SB 724) Changes the references in the law to Kansas' nineteen public community colleges from "community junior college" or "junior college" to "community college."

16-2 Course Level (HB 3016) Authorizes the state board, in consultation with the state board of regents, shall determine whether the subjects and courses offered in community colleges are at the level of freshmen and sophomore subjects and courses offered in state postsecondary institutions and shall not approve any subject offered at a higher level.

16-3 Credit Hour State Aid (HB 3016) Establishes the basis for distribution of credit hour state aid for community colleges for each credit hour at each duly enrolled student who was a bonafide resident of Kansas during the current school session at $22.50 for each credit hour in any subject or course which is not part of a vocational education program approved by the state board under the provision of Article 44 of Chapter 72 of Kansas Statutes Annotated.

16-4 Tuition (HB 3016) Authorizes the board of trustees at each community college to charge and collect from each student tuition at rates per credit hour enrolled which shall be established at an amount not less than $10 per hour and not more than $15 per hour.

KENTUCKY (17)

Legislation Enacted

17-1 Appropriation Appropriates $14,023,400 for operating expenses.

LOUISIANA (18)

Legislation Enacted

18-1 Occupational Education (HB 1116) Requires that at least 60 percent of the course work leading to associate degrees in occupational studies offered by public high school offering 13th and 14th grade instruction under the Board of Elementary and Secondary Education be in the occupational area of the curriculum.

18-2 Correctional Education (HCR 4) Urges continuation of the study of vocational-technical programming in Louisiana correctional institutions begun by order of the 1978 Louisiana Legislature.

18-3 Tuition Waiver (SB 28) Exempts persons over the age of 60 from tuition payment at state-operated colleges and universities.

Also, provides them with a 50 percent reduction in the cost of required textbooks purchased from the bookstore of a state-operated institution.

18-4 Appropriations (HB 425) Appropriates $16,713,673 for the operation of Louisiana's two-year colleges.

Legislation Introduced But Not Enacted

18-5 Vocational-Technical Education (HB 1697) Would have transferred the authority for the administration of vocational-technical schools in Louisiana from the Board of Elementary and Secondary Education to the State Superintendent of Education and the Department of Education.

MAINE (19)

No Public Community Colleges

MARYLAND (20)

Legislation Enacted

20-1 State Aid (HB 762) Increases the state share by $50 per FTE for colleges on the general formula and by $55 for small and regional colleges on special formulas.

20-2 Tuition Waiver (SB 212) Clarifies the intent of tuition waiver for persons 60 years of age or older to indicate it applies regardless of class size, so long as the course is eligible for state support.

20-3 Plant Maintenance and Repair (HB 355) Permits county governments, except Baltimore City and Anne Arundel County, to appropriate funds for future maintenance and repair of community college facilities.

20-4 Retirement Privileges (SB 1009) Provides that any "professional employee" of a community college is eligible for the optional retirement program administered by TIAA-CREF, if he or she chooses.

20-6 Special Admission (HB 132) Allows each public higher education institution to accept any student who has completed the seventh grade and achieved a combined SAT score of 1200 or its equivalent on another test.

20-6 Merit-Based Aid (SB 598) Increases the number of awards from 100 to 300 and amount of each award from $500 to $800 annually for the merit-based Distinguished Scholar Program.

20-7 Denying Access (HB 338) Allows the governing board or the chief administrative officer to designate in writing other persons to deny individuals access to an institution's grounds.

20-8 Appropriations (SB 350) Appropriates $49,579,972 for Maryland's community colleges.

MASSACHUSETTS (21)

Legislation Enacted

21-1 Reorganization Eliminates the Board of Regional Community Colleges, the State College Board, the Board of Higher Education, the Secretary of Educational Affairs, and the Boards for the three universities. In their place, a new fifteen member central Board of Regents appointed by the Governor is established. This Board will determine the powers of local boards and submit one consolidated budget to the Governor and the House and Senate Ways and Means Committees. All funding for higher education will be appropriated in a single-line item to the Board of Regents, which holds the authority to allocate funds to the individual institutions.

MICHIGAN (22)

No Relevant Legislation Reported

MINNESOTA (23)

Legislation Enacted

23-1 Retirement Age (C 40) Prohibits mandatory retirement before age 70.

23-2 State Scholarships (C 238) Increases the maximum amount an individual student may receive in state scholarships and grants.

23-3 Board Membership (C 317) Increases the state board from seven to nine members effective July 1, 1983. One will be from each of the eight congressional districts, plus an at-large member. Two must be graduates of Minnesota community colleges.

23-4 Appropriation (C 335) Appropriates $36,673,186 for Minnesota community colleges.

23-5 Student Housing (C 473) Makes college land available for student housing projects by private developers at three colleges.

23-6 Bargaining Units and Right to Strike (C 617) Changes the Public Employees Labor Relations Act to reduce the number of bargaining units and broaden the right to strike.

23-7 Student Insurance (C 469) Authorizes community colleges to contract for insurance coverage for students, with students paying the premium.

23-8 Retirement (C 454) Allows teachers to take five-year leaves of absence and part-time assignments without loss of benefits.

MISSISSIPPI (24)

Legislation Enacted

24-1 Purchasing Procedures (HB 28) Authorizes the governing authority of any political subdivision of the state, including junior college districts, to purchase from any lawful source whose price does not exceed state contract price for the exact item.

24-2 Mileage Reimbursement (HB 47) Increases the mileage reimbursement for use of a private vehicle from $0.16 to $0.20 a mile.

24-3 Placement of Plaques (HB 79) Requires placement of a plaque on facilities built with public funds.

24-4 Administrative Change (HB 253) Eliminates the responsibility of the Coahoma County Superintendent for administering funds of AHS and junior college.

24-5 CETA Administration (HB 254) Creates the Division of Job Development and Training in the Governor's office as the sole administrator of CETA; it directs the contracting with Vocational Education Division for institutional training.

24-6 Mileage Reimbursement (HB 436) Provides a reimbursement of $0.20 per mile to board members who use their private vehicle; it does not increase the per diem.

24-7 Residency (HB 923) Allows a married man to claim his wife's residence for purposes of attending a public junior college or university.

24-8 Mortuary Science (HB 947) Authorizes human remains to be delivered to accredited mortuary science programs in any junior college in the state.

24-9 Firefighter Training (SB 2185) Designates the State Fire Academy to conduct training for firefighters on a state-wide basis and to provide for coordination of fire service training programs with the State Fire Academy.

24-10 Bond Issuance (SB 2190) Authorizes the Board of Supervisors of Jackson County to issue bonds for capital improvements at a degree-granting branch of the University of Southern Mississippi located there.

24-11 Bond Issuance (SB 2553) Changes the requirements for the issuance of bonds in the Mississippi Gulf Coast Junior College District.

24-12 Property Reappraisal (SB 2672) Repeals the state ad valorem tax in January 1982 and provides for county taxing authority.

24-13 District Created (SB 2821) Creates Meridian Junior College District.

24-14 Nursing Funds (SB 3063) Authorizes the Division of Junior Colleges, State Department of Education to appropriate and administer nursing funds for public junior colleges.

24-15 Appropriation (HB 1326) Appropriates $30,630,217 for vocational education.

24-16 Appropriation (SB 2917) Appropriates $1,815,043 for ADN support and moves the administration to the Division of Junior Colleges.

24-17 Appropriation (SB 2933) Appropriates $127,981 for an 8 percent salary increase for employees of the Division of Junior Colleges and the establishment of one new position.

24-18 Appropriation (SB 2954) Appropriates $35,402,017 for junior College support and specifies the use of increased funds be used for average 8 percent salary increase plus teacher salary catch-up fund.

24-19 Appropriation (SB 3048) Appropriates $2,500,000 for capital improvements at junior colleges.

MISSOURI (25)

Legislation Introduced But Not Enacted

25-1 Reorganization (SB 808) Would have allowed Moberly Junior College and Trenton Junior College to reorganize as entities separate from their K-12 districts.

25-2 Tax Base (SB 808) Would have authorized the Coordinating Board for Higher Education to lower its customary minimum tax base of $100,000,000 to a figure one-fifth of that amount for two reorganized junior college districts, Moberly Junior College and Trenton Junior College.

25-3 Tuition Waiver (HB 1089) Would have allowed Missouri residents 65 years of age or over to enroll in state-supported higher education institutions at reduced fees (or a complete fee waiver where enough empty spaces were available in classes). Would have generated additional credit hours for both two- and four-year public institutions.

25-4 Continuing Education for Pharmacists (HB 1185) Would have imposed an annual ten hour continuing education requirement on pharmacists seeking to renew their licenses.

25-5 Labor Unionization (HB 1459) Would have authorized state employees to join labor unions.

25-6 Right to Strike (HB 1459) Would have allowed strikes by other than public safety employees.

MONTANA (26)

No Legislative Session in 1980

NEBRASKA (27)

Legislation Enacted

27-1 Capital Levy (LB 824) Authorizes a levy of up to ¼ mill or its equivalent after January 1, 1981 for the capital improvement and bond sinking fund. Monies shall be used for: the retirement of bonds assumed by the board in accordance with the provision of such bonds; for renewal work and deferred maintenance, handicapped access and life safety improvements made to existing structures or grounds, and projects designed to prevent or correct a waste of energy; for the retirement of bonds issued pursuant to this section; and for the purchasing, purchasing on contract, constructing, and improving of facilities necessary to carry out the relevant sections provision.

27-2 Appropriation (LB 1002) Appropriates $17,652,400 to Nebraska's technical and community colleges.

27-3 Vocational Education Study (LR 300) Calls for the Education Committee to study vocational education in secondary and post-secondary schools and the financing of vocational education in Nebraska, particularly the funding of vocational education at the secondary level.

27-4 Legislative Intent (LB 1004) Provides a discussion of the legislative expectations and desired accomplishments for each line appropriation in the 1980-81 budget. Of particular relevance to technical and community colleges is a provision that the Nebraska Coordinating Commission for Postsecondary Education shall not submit any state plan to any federal agency until such plan has been reviewed by the Executive Board of the Legislative Council.

27-5 Building Maintenance Task Force (LB 835) Establishes a Task Force for Building Renewal which shall recommend to the Governor the classification of projects and priorities to be established in building maintenance.

27-6 Tuition Waiver (LB 526) Provides tuition reimbursement for Nebraska National Guard officers. Active selective reserves are removed from the provisions.

27-7 Faculty Probation (LB 442) Establishes a two-year probationary period for technical and community college faculty hired after July 1, 1980.

Legislation Introduced But Not Enacted

27-8 Salary Adjustment (LB 845) Would have provided for state payment of teachers' salaries mandated by the Commission of Industrial Relations in excess of 7 percent.

27-9 Manufactured Housing Units Act (LB 706) Would have excluded technical and community colleges from certain requirements relating to the Nebraska Uniform Standards for Manufactured Housing Units Act.

27-10 Bargaining Units (LB 108) Would have established a single faculty bargaining unit for each area.

27-11 Mill Levy Authorization (LB 949) Would have changed provisions relating to mill levy authorization for technical and community colleges. (No further information given.)

NEVADA (28)

Legislation Enacted

28-1 Appropriation Appropriates $12,204,615 for the operating experiences of community colleges.

NEW HAMPSHIRE (29)

No Public Community Colleges

NEW JERSEY (30)

Legislation Enacted

30-1 Funding Mechanisms (S 219) Revises the method of determing state financial support for operational costs of county colleges by requiring the state to provide support for these costs to the extent of 43 percent, but not to exceed 50 percent. It also establishes a new formula for distributing state aid in which up to 20 percent is distributed as categorical support and the balance is distributed on a differential basis in line with differing program costs. Finally, it permits county colleges to establish reserve funds for emergency and minor capital needs.

30-2 Board Selection and Composition (S 219) Revises the composition of county college governing boards and the selection of members. Two of the eleven members shall be appointed by the Board of Higher Education. Nine shall be appointed by the Boards of Freeholders; two of these shall be women.

30-3 Conflicts of Interest (S 219) Prohibits an elected public official or county college employee from serving as a voting member of that institution's board of trustees. It also provides that board members shall not be eligible to serve as college employees for two years following their terms of office.

NEW MEXICO (31)

Legislation Enacted

31-1 Appropriations Appropriates $11,525,300 for instructional and general operating expenses of community colleges.

31-2 Capital Outlay Projects (SB 103) Appropriates $1,234,808 to Northern New Mexico Community College for capital outlay projects which have already been bid.

31-3 Junior College Act Amendment (SB 168) Amends the Junior College Act to establish procedures for a branch college becoming independent.

31-4 Appropriations (HB 273) Appropriates $900,000 to the Los Alamos Branch and requires a match of at least $300,000.

31-5 Construction (HB 273) Appropriates $1,394,000 to Northern New Mexico Community College for a vocational building in Espanola, plus $139,400 if solar heated.

31-6 Property Transfer (HB 273) Transfers all property in Los Alamos to the new branch college.

31-7 Needs Assessment (SB 155) Appropriates $20,000 to the Gallup Branch to study postsecondary educational needs in McKinley County.

31-8 Uniform One Mill Levy (Sb 172) Amends the Branch College Act to require a uniform one-mill levy and biennial review of operating agreements.

31-9 Vocational Education (SB 173) Appropriates $380,000 to Northern New Mexico Community College to provide vocational programs in Taos.

NEW YORK (32)

Legislation Enacted

32-1 Defense and Indemnification (AB 30032) Provides indemnity for financial loss when claims or suits are brought against employees, officers, and volunteers of community colleges under the program of the State University of New York.

32-2 Physical Therapists (SB 2613-E) Provides for uniform licensing of physical therapists.

32-3 Aid Criteria (SB 3758-B) Includes marriage as a criteria for emancipation for purposes of student financial aid.

32-4 Scholarship Awards (SB 4905-B) Amends the Education Law governing how payment of TAP and scholarship awards are made by the corporation, provides statutory authority for award prepayments to institutions while maintaining the selection of the method of payment at the option of the institutions, specifies the institutions' responsibilities in their certification and receipt of funds on behalf of students, clarifies recovery procedures in the event of overpayment, revises the procedures in the event of overpayments, revises the procedures for the granting of a leave of absence, and increases the base award for summer study from $750 to $900.

32-5 TAP Awards (SB 6381-A) Eliminates the prohibition barring undergraduate students from receiving Tuition Assistance Program awards for more than one degree or certificate at the same level.

32-6 New York City Community College (SB 6418-A) Provides for the renaming of New York City Community College to the New York City Technical College and the assumption of full state funding as a senior college.

32-7 College of Staten Island (SB 6418-A) Designates the College of Staten Island as a senior college with full state funding for baccalaureate programs beginning July 1, 1983.

32-8 Local Assistance Budget (SB 7255-A) Restores $2.4 million for support of community colleges.

32-9 Truth-in Testing-Law (SB 9142-A) Amends the "truth-in-testing" law by clarifying language to limit the Law's application to tests administered in New York State, exempts low volume tests defined as those given to fewer than 2,000 test subjects annually in that such tests are disclosed at least once every three years, and establishes a temporary consumer advisory committee to advise the Legislature and make recommendations regarding truth-in-testing provisions of the Education Law.

32-10 Transcript Falsification (AB 717-A) Makes the falsification of any grade, credit, honor award or standing in the permanent record or transcript of any student a misdemeanor.

32-11 Hazing Prohibition (AB 11013-A) Requires the trustees or other governing board of every college to adopt rules and regulations to prohibit hazing and to withdraw permission to operate on campus property for violations thereof.

32-12 Appropriation Appropriates $710,628,000 for community college operating expenses.

Legislation Introduced But Not Enacted

32-13 Capital Chargeback Money (SB 8294-A) Would have authorized the State University Trustees to adopt regulations which define

equipment replacement items for community colleges as either capital or operating costs pursuant to standards approved by the Director of the Budget.

32-14 Educational Opportunity Program (SB 4906) Would have permitted the use of Educational Opportunity stipends for tuition purposes.

32-15 Freedom of Information Act (SB 7610) Would have amended the Freedom of Information Act to permit the assessment of reasonable attorney fees and other litigation costs against the agency when the complainant substantially prevails in a judicial challenge.

32-16 Nursing Education (AB 8646) Would have required nursing schools to provide copies of Article 139 of the Education Law to graduates of nursing schools at or before commencement.

32-17 Nursing Education (SB 2862-A) Would have required a baccalaureate degree for nurses and an associate degree for associate nurses.

32-18 Chancellor Authority (SB 3754-A) Would have amended the Civil Service and Education Laws to limit the authority of the Chancellor of the State University to certify positions in the professional service.

32-19 Income Ceiling for Aid (SB 5194-A) Would have amended the Education Law to increase the net taxable income ceiling for maximum TAP award eligibility from $2,750 to $5,000, increased the maximum income ceiling for eligibility from $20,000 to $30,000, and deleted the $200 base reduction for awards to upper division students.

32-20 Admissions (SB 5695-A) Would have required that any part of an admission application to a New York State higher education institution which required the disclosure of an applicant's race, religion, creed, or national origin be separated from his file and used only for supplying statistical information to state agencies and the federal government.

32-21 Educational Contracting (SB 5882-A) Would have permitted local legislative bodies and counties which do not sponsor community colleges to contract with independent colleges and universities to provide educational services to county residents who are not enrolled students on the effective day on the bill and whose income does not exceed $8,000.

32-22 Contract Courses (SB 7022-A) Would have included contract courses in the full-time equivalent enrollment of community colleges for purposes of state aid.

32-23 Appropriation (SB 8781) Would have appropriated $3,500,000 to community colleges and independent colleges for remedial education.

32-24 Part-time Students (SB 8872) Would have extended TAP funds to part-time students.

32-25 Employment and Education (SB 8726-A) Would have extended the powers and duties of the Commerce Commissioner to include a ten-year projection of New York State employment opportunities. It would have required the Board of Regents to submit to the legislature a plan to provide educational opportunities corresponding to these projections.

32-26 Handicapped Students (SB 9631) Would have extended the Tuition Assistance Program eligibility to a handicapped student unable to attend classes full-time provided he is enrolled in as many courses as his disability will allow.

32-27 Master Plan for Higher Education (SB 9888) Would have created a legislative task force on higher education to consult and cooperate with the Regents in the formulation and implementation of the master plan for higher education.

32-28 Grants and Gifts (AB 10585) Would have required every higher education institution which receives a grant, gift, endowment or contract to notify the Regents in writing within twenty days of receipt indicating any condition attached thereto.

32-29 Five-year Plan (AB 10602) Would have required the Board of Trustees of State University to submit a five-year plan to the legislature on or before January 1, 1981 which shall review the mission and program offerings and the corresponding fiscal requirements for each of its institutions, establish system policies and procedures for the development and review of institutional plans for program and mission changes in the event of enrollment declines, and recommend appropriate legislative actions.

32-30 Tuition Waiver (AB 11695) Would have provided for free tuition at the State University, City University, and community colleges for persons over 60 whose taxable income is $12,000 or less; limits their enrollment to six credit hours per semester.

NORTH CAROLINA (33)

Legislation Enacted

33-1 Special Appropriations (SB 1023) Appropriates $150,000 for construction of a building to house motor vehicles and other items and services related to operation of the North Carolina Truck Driver Training School at Johnston Technical Institute.

33-2 Unused Funds (SB 1090) Authorizes the Department of Community Colleges to use unexpended funds to purchase an additional tractor-trailer or for construction concerning the North Carolina Truck Driver Training School's program.

33-3 Name of State Board (SB 1023) Changes the title State Board of Community Colleges and Technical Institutes to State Board of Community Colleges.

33-4 Board Composition (SB 1023) Authorizes that the State Board of Community Colleges shall consist of nineteen members. The Lieutenant Governor and Treasurer shall be ex officio members. The Governor shall appoint four members from the state at large and one member from each of the six Trustee Association Regions. The General Assembly shall elect seven members from the state at large. No person may be appointed or elected to more than two consecutive terms of six years on the State Board. No member of the General Assembly, no officer or employee of the state, and no officer or employee of an institution under the Board's jurisdiction, and no spouse of any of these persons shall be eligible to serve on the State Board.

33-5 General Appropriation (SB 947) Appropriates $152,412,204 for the operating expenses of the Department of Community Colleges.

33-6 Budget Bill (SB 947) General State Budget Bill. Makes the following special provisions: 1) an appropriation of $6,716,812 to cover a 10 percent annual salary increase and 2) an appropriation of $425,000 to add longevity payments at 1.5 percent of gross annual salary.

33-7 Retirement (Sb 947) Liberalizes the retirement formula without a reduction in benefits for members of the teachers and state employees' retirement system.

33-8 Retirement (SB 947) Authorizes cost-of-living allowance increases for members of the teachers' and state employees' retirement system.

33-9 Retirement (SB 947) Authorizes a 10 percent pension increase for members of the teachers' and state employees' retirement system.

NORTH DAKOTA (34)

No Legislative Session in 1980

OHIO (35)

Legislation Enacted

35-1 Law Enforcement (HB 5) Permits state university enforcement officers to pursue and arrest outside university property, persons committing misdemeanors on university property, and to clarify fresh pursuit and warrantless arrest authority.

35-2 Tuition Waiver (HB 122) Provides free university tuition for children of policemen and firemen disabled in the line of duty.

35-3 Appropriation (HB 204) Appropriates $102,143,266 for student based instructional subsidies for two-year campuses (including community colleges, technical colleges, and university branches).

35-4 Age Discrimination (HB 230) Prohibits age discrimination and provides for retirement at age 70.

35-5 Student Loans (HB 363) Changes Ohio Student Loan Commission to include loans to qualified nonresidents.

35-6 Midwest Education Compact (HB 381) Authorizes Ohio to enter into the Midwest Education Compact.

35-7 Miner Training (HB 419) Provides emergency medical services and training for miners.

35-8 Tuition Waiver (HB 594) Provides alternative of thirteen weeks extra unemployment compensation or fifty-two weeks fee waivers at state-assisted colleges and universities for persons losing jobs due to major plant shut-downs.

35-9 Legal Defense (SB 76) Provides for immunity, indemnification and defense counsel for state officers and employees in civil action and permits purchase of insurance.

35-10 District Expansion (SB 197) Provides for expansion of existing technical college districts.

Legislation Introduced But Not Enacted

35-11 Retirement (HB 629) Would permit a public employer to pay employee's contribution to public retirement system.

35-12 Test Information (HB 636) Would provide disclosures of certain standardized test information to Ohio Board of Regents.

35-13 Utility Regulations (HB 649) Would require smoke detectors and exit lights in public-use facilities.

35-14 Accounting Procedures (HB 721) Would revise accounting procedures of state institutions of higher education. (No other information given.)

35-15 Retirement (HB 764) Would establish state sick leave conversion benefits to cash upon retirement at one-half unused leave.

35-16 Tuition Waiver (HB 803) Would extend police and fire death benefits to district park rangers killed in line of duty.

35-17 Counselors and Social Workers (HB 808) Would provide for licensing or registration of counselors and social workers.

35-18 Reappropriation (HB 830) Would reappropriate unused capital improvement funds from 1977-79 biennium.

35-19 Legal Services (HB 833) Would establish legal services for students in state-assisted colleges and universities.

35-20 Retirement (HB 855) Would permit STRS members to purchase teaching service credit for out-of-state service.

35-21 Civil Service Classification (HB 928) Would provide civil service classification for community colleges.

35-22 Grant Approval (HB 1003) Would require Controlling Board approval on all applications for federal grants (colleges and universities would be exempted).

35-23 Recreational Facilities (HB 1023) Would permit students reciprocal use of university recreational facilities.

35-24 Licensing Nurses (HB 1029) Revises standards for licensing registered nurses.

35-25 Tuition Grants (HB 1153) Would provide 50 percent tuition grants to Ohio students in top 11 percent of their class.

35-26 Retirement (SB 64) Would permit STRS members to purchase until July 1, 1980 credit for a prior leave of absence.

35-27 Property Tax (SB 403) Would provide for a property tax roll back.

OKLAHOMA (36)

Legislation Enacted

36-1 Appropriation (HB 1140) Appropriates $47,295,061 for the operating budget of two-year colleges.

OREGON (37)

Legislation Enacted

37-1 Appropriation (SB 5560) Appropriates $5,142,806 for community college operating expenses to cover a short-fall in expenses. The appropriation adjusts the 1979-1981 budget allocation.

PENNSYLVANIA (38)

Legislation Introduced But Not Enacted

38-1 State Reimbursement (SB 985) Would authorize the board of school directors of any district to recover unimproved agricultural lands at acquisition price for twelve years, would increase the operating subsidies for community colleges from $1,500 to $1,800 per student, would allow the Commonwealth to continue to pay to an intermediate school unit a sum equal to

one-half of the approved estimated annual cost of operation and administration of schools for exceptional and institutionalized children and transportation for exceptional children and, on or before the first day of January, would allow it to pay an equal sum, or a lesser sum as may be shown to be necessary by an adjusted budget based upon expenditures during the first half of the school term. At the end of each school year it would allow all unexpended funds to be credited to the Commonwealth.

RHODE ISLAND (39)

Legislation Enacted

39-1 Name Change (H 7674) Authorizes that Rhode Island Junior College be renamed the Community College of Rhode Island.

Legislation Introduced But Not Enacted

39-2 Governance Revision (S 2558) Would have replaced the existing Board of Regents for all levels of education with a Board of Governors for Higher Education and a separate Board of Regents for elementary and secondary education.

SOUTH CAROLINA (40)

Legislation Enacted

40-1 Appropriation Appropriates $51,472,412 for the operating expenses of the technical education system.

40-2 Directional Signs (S 814) Requests the Department of Highways and Public Transportation to erect directional signs designating the location of technical education centers.

SOUTH DAKOTA (41)

No Public Community Colleges

TENNESSEE (42)

Legislation Enacted

42-1 Four-day Work Week (SJR 216) Requests the State Department of Personnel to study the feasibility of implementing a four-day, forty-hour week for state employees.

42-2 Tuition Increase (SJR 261) Urges the University of Tennessee, the State Board of Regents, and the State Board of Vocational Education to begin implementing an increase in fees for non-resident students.

42-3 Foreign and Out-of-State Students (SJR 271) Directs the Tennessee Higher Education Commission to conduct a study of

foreign and out-of-state students in Tennessee public institutions.

42-4 Agriculture Research and Extension (SJR 291) Requires a state plan for agriculture research and extension be developed and approved by the University of Tennessee Trustees and State Board of Regents and acted upon by the Tennessee Higher Education Commission.

42-5 Retirement (HB 398) Redefines the term "average final compensation" upon which retirement benefits are based to mean the average annual earnable compensation of a member during the three rather than five consecutive years of creditable service which gives the highest average.

42-6 Retirement (SB 180) Eliminates the provision which has reduced the service retirement allowance for Group 1 members by .25 percent of their final average compensation not in excess of the social security integration level in effect at the time of retirement multiplied times years of service.

42-7 BEOG Benefits (SB 351) Allows for deferment of tuition and fees for up to one semester or quarter in cases where delivery of BEOG benefit checks are delayed for any reason beyond the student's control.

42-8 Matching Funds (SB 356) Provides for an annual increase in the minimum funds appropriated to institutions of higher education to match federal funds provided for student financial aid.

42-9 Strike Prohibition (SB 364) Prohibits any public employee or employee organization from participating or engaging in, or causing, instigating, encouraging, or condoning a strike against a public employer.

42-10 Dental Insurance (SB 455) Requires the State Insurance Committee to approve and obtain through competitive bids, a policy providing dental coverage.

42-11 Public Purchases (SB 743) Requires preference be given to Tennessee firms in public purchases if bids are equal with respect to quality and service and the Tennessee firm is within 5 percent of the price quoted by the out-of-state bidder.

42-12 Political Freedom (SB 802) Provides that no public employee shall be prohibited from communicating with an elected public official for any job related purpose whatsoever.

42-13 Nonresident Students (SB 818) Prohibits limitations on the number of nonresident students in state universities.

42-14 Blind Vendors (SB 828) Allows blind vendors operating in or on state property the use of that property without paying rent, and

grants exclusive rights to all concession sales on that site to the manager of such business.

42-15 Grounds for Suspension (SB 932) Requires nonelected public officers and state employees to be suspended without pay upon indictment or arrest by a state or federal agency for a felony.

42-16 Dispute Mediation (SB 943) Provides method of mediating labor disputes between governmental entities, or agencies thereof, and public employees.

42-17 Employee Negotiations (SB 967) Provides for a framework of professional employee negotiations between professional employee organizations at State Board of Regents institutions.

42-18 Dual Employment (SB 1056) Permits state employees earning less than $8,000 a year to be employed in another capacity within state government and to be paid for any extra services.

42-19 Conflict of Interest (SB 1276) Enacts the Conflict of Interest Law which provides penalties and required financial statements.

42-20 Damage Compensation (SB 1591) Compensates state employees for injury to personal property.

42-21 Civil Actions (SB 1592) Authorizes the employment counsel, payment of counsel fees, court costs and incidental expenses in civil actions against state employees.

42-22 Felony Conviction (SB 1555) Provides that any Judicial Administrative or Executive Officer shall be removed from office and forever, thereafter, be disqualified from holding office upon conviction of a felony.

42-23 Economic Impact Statements (SB 1571) Provides that upon written request by the Commissioner or head of any agency or a member of the General Assembly, each agency shall justify an action by preparing an economic impact statement.

42-24 State Publications Committees (SB 1595) Requires any report printed at facilities not operated by the state to include the printer's name, address, and the number of copies printed.

42-25 Defense Counsel (SB 1642) Permits defense counsel commission to authorize employment of counsel for state employees in criminal prosecutions.

42-26 Appropriations (SB 1700) Appropriates revenue for the purpose of defraying expenses of state government, including $32,587,500 for the operating expenses of community colleges.

42-27 Bond Authorization (SB 1702) Authorizes the state to issue and sell bonds and bond anticipation notes in amounts not to exceed

$30,000,000 for the purpose of providing additional facilities for state institutions of learning, Department of Correction, Department of Mental Health and Retardation, and other departments.

42-28 Surety Bond (SB 1708) Requires the state to obtain blanket surety bond covering certain state officers and employees.

42-29 Military Credit (SB 1718) Allows retirement credit for certain military service for certain persons.

42-30 Small Businesses (SB 1761) Requires certain amounts of state purchases and contracts with small businesses.

42-31 Dependent Children (SB 1809) Provides scholarships to dependent children of law enforcement officers killed in the line of duty.

42-32 Merger (SB 1832) Merges Chattanooga State Area Vocational Technical School and the Educational TV Station Channel 45 into Chattanooga State Technical Community College.

42-33 Employee Suggestions (SB 1839) Allows retired state employees to participate in the state employees suggestion program.

42-34 Prison Industries (SB 1860) Requires state agencies to purchase products manufactured by prison industries.

42-35 Felony Conviction (SB 1865) Deprives any member of state, county, or municipal retirement systems of benefits upon conviction of a felony.

42-36 Out-of-state Travel (SB 1886) Specifies elements of required report regarding out-of-state travel by citizen members of Boards and Commissions.

42-37 Senior Citizens (SB 1965) Extends the privilege of auditing courses and taking courses for credit at reduced fees to persons who will become 60 years of age (audit) and 65 (credit) within twelve months of enrollment.

42-38 Retirement Provisions (SB 2013) Revises certain retirement provisions such as social security, integration level, rates of contribution, and eligibility requirements.

42-39 Hazardous Duty Pay (SB 2032) Provides hazardous duty pay and medical examination to state employees who work with toxic or carcinogenic compounds.

42-40 Employee Association Dues (SB 2041) Authorizes payroll deductions from employee compensation to pay membership dues in certain employee associations.

42-41 Student Assistance (SB 2050) Requires that participants in student assistance programs must be U.S. citizens living in Tennessee.

42-42 Sick Leave/Social Security (SB 2060) Provides amounts and means of sick payments on account of illness and excludes such payments from social security taxes.

42-43 THEC (SB 2163) Removes requirement that Commissioner of Personnel must approve employment decisions of the Higher Education Commission.

42-44 Retirement/Noncontributory System (SB 2196) Allows employer to assume all or part of employee contributions to the retirement system under certain conditions.

42-45 Nepotism Policy (SB 2217) Provides that no state employees who are relatives shall be placed within the same direct line of supervision whereby, one relative is responsible for supervising another relative.

42-46 Duplicate Programs (SB 2258) Permits the Higher Education Commission to review and terminate certain duplicative programs within public higher education.

42-47 Lunch Hour (SB 2324) Changes lunch period allowed state employees from 45 minutes to one hour.

42-48 Insurance (SB 2325) Raises the state paid share of premiums on group insurance for state employees from 60 percent to 100 percent.

42-49 THEC (SB 2327) Includes the postsecondary portions of the state's area vocational technical schools within the scope of the Tennessee Higher Education Commission's studies and recommendations.

42-59 American Sign Language (HJR 468) Urges the University of Tennessee and State Board of Regents to allow a course in American Sign Language to fulfill a foreign language credit requirement.

42-51 Energy Conservation (HJR 492) Allows certain agencies to retain some savings that result from energy conservation efforts.

42-52 Gasohol (HJR 516) Urges state departments, agencies, and higher education institutions to use gasohol in state-owned vehicles.

TEXAS (43)

No Legislative Session in 1980

UTAH (44)

Legislation Enacted

44-1 Appropriation (HB 97) Appropriates $28,833,800 for the operating expenses of community and technical colleges.

44-2 Capital Improvements (HB 97) Appropriates $1,480,000 to community and technical colleges for capital improvements and land purchases.

44-3 Salary Increase (HB 97) Urges state administrators to provide high salary adjustments to low-salaried employees to correct inflationary pay inequities. Only funds appropriated for personnel services may be used for this purpose.

VERMONT (45)

Legislation Enacted

45-1 Appropriation (HB 736) Appropriates $545,360 for the Community College of Vermont.

Legislation Introduced But Not Enacted

45-2 Name Change (HB 567) Would have amended existing statutes to reflect the name changes of colleges since the Vermont State Colleges system was created in 1961.

VIRGINIA (46)

Legislation Enacted

46-1 Retirement Benefits (HB 9) Establishes the cap for the retirement entitlement of state employees at 62.5 percent of the average final compensation plus one-half of the social security benefit.

46-2 Appropriation (HB 30) Appropriates $98,137,875 for the operating expenses of community colleges with a 7 percent salary scale adjustment for classified employees.

46-3 Staff Limitations (HB 30) Requires absorption of enrollment increases without increased staffing in postsecondary institutions.

46-4 Property Acquisition (HB 37) Requires the Governor's approval before real property may be acquired by state agencies and institutions.

46-5 Closed Meetings (HB 178) Excludes papers of closed meetings from the Freedom of Information Act.

46-6 Vehicle Inspectors (HB 242) Requires the coordination and approval of the Department of State Police for programs designed for training automotive mechanics for qualified inspectors.

46-7 Textbook Sales (HB 282) Exempts college textbooks from the sales tax.

46-8 Unbudgeted Costs (HB 329) Provides appropriation of funds for unbudgeted cost increases in fuel and utilities.

46-9 Real Estate Brokers (HB 352) Establishes educational requirements for real estate brokers.

46-10 Mileage Reimbursement (HB 418) Establishes the rate of reimbursement for the use of a personal vehicle to discharge official duties at 18.5 cents per mile for the first 15,000 miles and 10 cents per mile for additional mile of use in any fiscal year.

46-11 Printing (HB 604) Eliminates requirements for all state printing to be done by the Division of Purchases and Supply.

46-12 Open Meetings (HB 958) Requires motions agreed upon in Executive sessions to be voted upon in open meeting as consistent with the Freedom of Information Act.

46-13 Per Diem Compensation (HB 1016) Authorizes $50.00 per day compensation for members of certain boards and commissions including the State Council of Higher Education.

46-14 Financial Aid Study (HJR 7) Requests the Council of Higher Education to conduct a study of student financial aid.

46-15 Learning Disabled (HJR 62) Requests the Council of Higher Education to examine collegiate programs for the learning disabled.

46-16 Community Education (HJR 68) Creates the Joint Subcommittee on Community Education.

46-17 Vocational-Technical and Career Education (HJR 97) Creates the Commission on Vocational-Technical and Career Education which will examine the rule of community colleges and other institutions and agencies in this area.

46-18 Public Contracts (SB 82) Raises the limit of public contracts required to be bid to $10,000.

46-19 Criminal Justice Education (SB 269) Authorizes the Criminal Justice Services Commission to establish, administer, and maintain regional academies for delivery of criminal justice training programs and also evaluate and approve other training programs for law enforcement personnel.

46-20 Loan Assistance (SB 386) Authorizes the State Education Assistance Authority to enhance the opportunities for educational loan assistance for students.

46-21 Heating Methods (SJR 19) Encourages conversion to coal-fired boilers in state facilities.

46-22 Agriculture Education (SJR 20) Requests Virginia Polytechnic Institute and State University and Virginia State University to formulate a comprehensive plan for Agricultural Education in Higher Education.

WASHINGTON (47)

Legislation Enacted

47-1 Sick Leave (SB 3191) Extends sick leave compensation to community college faculty.

47-2 Services and Activities Fee (HB 1480) Provides that the initial responsibility for proposing program priorities and budget levels for activities funded by the Services and Activities Fee will be that of a committee on which students will hold the voting majority. Their recommendations will be submitted to the board of trustees.

47-4 Open Meetings (HB 357) Subjects meetings of student governing boards at higher education institutions to provisions of the Open Meeting Act.

47-3 Educational Television (HB 542) Establishes the public broadcasting commission appointed by the Governor and approved by the Senate. It will be responsible for planning, policy making, and coordinating state-level actions related to educational television.

47-5 Military Recruiter Access (SB 3241) Requires school boards and higher education institutions to give military recruiters access to campuses and student information directories equal to that given to persons or groups informing students of other occupational and educational options.

47-6 High School Completion Fee Waiver (HB 1481) Provides that persons 19 years old and older will not pay tuition and fees for community college high school courses.

47-7 Salary Disclosure (HB 1524) Exempts from public disclosure act salary and fringe benefits survey information collected from private employers which identifies a specific employer with the salary and fringe benefit rates which that employer pays to its employees.

47-8 Aid Reciprocity (HB 1414) Provides that Washington residents attending any nonprofit college or university in another state which has a reciprocity agreement with Washington shall be eligible for student financial aid programs. It directs the Council for Postsecondary Education to develop guidelines for determining program eligibility.

47-9 Higher Education Reciprocity (HCR 29) Calls for the establishment of legislative committees in the Northwest states to consider higher education reciprocity.

Legislation Introduced But Not Enacted

47-1 Supplemental Budget Would have allocated more than $20 million to various state agencies.

WEST VIRGINIA (48)

Legislation Enacted

48-1 Appropriation Appropriates $8,207,160 for community colleges.

WISCONSIN (49)

Legislation Enacted

49-1 Appropriation Appropriates $251,061,800 for the postsecondary vocational, technical, and adult education programs.

49-2 Community Service Programs Defines a community service program as an avocational or self-enrichment course that does not lead to a paying occupation or present essential skills needed in nonpaying occupations.

49-3 FTE Calculations Provides that aidable full-time equivalent student counts will be used in the calculations of the district equalization index.

49-4 Cost Control Appeals Provides that district cost control appeals must be received at the state board by July 1 for the next fiscal year or during February for the current fiscal year.

NOTE: Legislation identifying number not provided.

Legislation Introduced But Not Enacted

49-5 Educational Benefits (AB 395) Would have considered educational benefits for Vietnam era veterans. (No further information given.)

49-6 District Boards (AB 235) Would have considered the appointment of vocational, technical, and adult education district board members. (No futher information given.)

49-7 District Boards (AB 220) Would have considered the administration of state aid payments to vocational, technical, and adult education boards. (No further information given.)

49-8 District Boards (SB 291) Would have related to the certification of educational personnel for vocational, technical, and adult education district boards. (No futher information given.)

49-9 District Boards (SB 230) Would have considered the popular election of certain members of district boards. (No further information given.)

49-10 District Board (SB 136) Would have considered the addition of student members to district boards. (No further information given.)

WYOMING (50)

Legislation Enacted

50-1 Commission Membership (HB 226) Establishes requirements for membership on the Wyoming Community College Commission. Appointments to it are made by the governor with senatorial advice and consent. Appointments shall be for four years and no more than five commission members shall be from the same political party. Each of the seven community college districts shall have one member; two shall be appointed from noncollege district areas.

50-2 Commission Powers and Duties (HB 226) Identifies special powers and duties of the Wyoming Community College Commission. Among these are: to study state educational and financial needs as well as personnel, administrative, and fiscal policies related to community colleges and make recommendations to the legislature and governor; to formulate and determine unified methods and procedures within the community college system for approval of new programs, compilation of statistics, state appropriation procedures where not otherwise provided by law, and basic audit requirements for audits to be contracted by the colleges; and be dedicated to the principle of local government for each community college. The Commission is also given responsibility for the distribution of state appropriations.

50-3 Budget Development Requirements (HB 226) Requires individual community colleges to submit their state appropriation requests to the Community College Commission. This should include funding and expenditures for state appropriations when necessary, property taxes and county revenues dedicated to general operation, all tuition and course fees, all approved federal funds, and finally investment income and other miscellaneous deposits. The Commission shall in turn submit the college requests with their recommendations to the governor and legislature.

50-4 State Appropriations Requirements (HB 226) Requires that a community college be accredited academically and provide for a levy of four mills on the taxable valuation of the district for the regular support and operation of the community college in order to qualify for state appropriations. Extends to the Community College Commission Biennial Budget Authority for Community Colleges utilizing state appropriations and appropriation of state funding for the assistance of community colleges unless otherwise specified by law.

PUERTO RICO (51)

Legislation Enacted

51-1 Special Appropriation (RCH 1768) Appropriates $683,915 for the conversion of the Arecibo Regional College to Arecibo Technical University College and the appropriate curricular expansion.

APPENDIX B

INDEX TO LEGISLATION

The first number of each entry is that of the state; the second is that of the legislative item within the state. For example, 3-8 indicates the eighth item listed under Arizona. State identification numbers can be found in Table 1. Both legislation enacted and legislation proposed are included.

FINANCE

Appropriations

1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 2-4, 2-7, 3-15, 5-2, 5-31, 6-1, 7-1, 8-1, 9-20, 9-24, 12-1, 13-1, 14-1, 15-3, 18-4, 20-1, 20-8, 23-4, 24-15, 24-16, 24-17, 24-18, 24-19, 27-2, 28-1, 31-1, 31-4, 31-7, 31-9, 32-8, 32-12, 32-23, 33-2, 33-5, 33-6, 35-3, 36-1, 37-1, 38-2, 39-3, 40-1, 42-26, 44-1, 45-1, 46-2, 46-8, 47-1, 50-4, 51-1.

Capital Funds

3-5, 3-17, 3-19, 5-11, 5-13, 5-38, 9-8. 12-2, 20-3, 27-1, 31-2, 31-5, 33-1, 35-18, 38-3, 42-27, 44-2, 46-18.

Financial Procedures

1-7, 1-8, 2-18, 3-3, 3-7, 3-11, 5-8, 5-9, 5-18, 5-22, 5-35, 9-12, 10-4, 10-14, 10-20, 10-22, 11-8, 11-12, 11-15, 12-3, 12-4, 13-2, 13-3, 13-4, 13-5, 13-8, 13-9, 13-10, 15-2, 15-8, 16-3, 20-1, 24-10, 24-11, 24-12, 27-11, 30-1, 31-8, 32-13, 32-22, 32-28, 35-14, 35-22, 38-1, 44-3, 46-4, 46-7, 50-3, 50-4.

ADMINISTRATION

Governing Boards

2-5, 3-2, 3-8, 3-16, 3-18, 3-20, 5-28, 15-5, 15-6, 21-1, 23-3, 25-2, 30-2, 30-3, 32-25, 32-27, 32-29, 33-3, 33-4, 39-2, 42-49, 50-1.

Process of Policy Formation

1-7, 1-8, 1-9, 2-10, 2-11, 3-9, 3-19, 5-30, 5-33, 5-37, 9-21, 11-2, 15-8, 16-2, 16-4, 18-5, 24-1, 24-4, 24-5, 24-14, 25-1, 25-2, 27-4, 27-5, 31-8, 32-18, 32-25, 32-27, 32-29, 42-23, 42-43, 42-46, 42-49, 47-3, 47-5, 47-8, 50-2, 50-3, 50-4.

Administrative Operation

3-13, 5-1, 9-3, 9-11, 9-13, 9-22, 10-1, 10-5, 10-6, 10-9, 10-12, 10-21, 10-24, 11-1, 11-11, 15-1, 15-4, 15-7, 20-7, 24-3, 24-8, 27-4, 32-15, 35-1, 40-2, 42-11, 42-14, 42-24, 42-30, 42-34, 42-51, 42-52, 46-5, 46-11, 46-12.

Coordination

2-5, 10-16, 11-2, 11-3, 23-5, 32-21, 46-16, 47-3, 47-9.

Studies and Surveys

2-5, 10-19, 13-9, 13-10, 27-3, 31-7, 42-3, 42-4, 46-14, 46-15.

Enabling Legislation

2-14, 2-15, 2-16.

PHYSICAL FACILITIES

Building Codes

3-12, 27-5.

Construction Procedures

5-3, 5-12, 5-18, 11-9, 20-3, 27-5, 27-9.

Facility Regulations

5-4, 5-36, 35-13, 46-21.

INSTITUTIONAL GROWTH

New Institutions

6-2, 31-3, 31-6.

Institutional Expansion

11-3, 24-13, 32-6, 32-7, 35-10, 42-32.

Name Changes

16-1, 32-6, 39-1, 45-2.

Restrictions on Growth

46-3.

PERSONNEL

Employee Benefits

1-8, 3-6, 3-14, 5-25, 9-5, 9-15, 9-16, 9-17, 9-18, 10-10, 13-11, 20-4, 23-1, 23-8, 33-5, 33-6, 33-7, 33-8, 33-9, 35-4, 35-11, 35-15, 35-20, 35-26, 42-1, 42-5, 42-6, 42-10, 42-29, 42-35, 42-38, 42-39, 42-42, 42-44, 42-48, 44-3, 46-1, 46-13, 47-1.

Employee Rights and Regulations

2-19, 3-1, 3-16, 3-21, 5-5, 5-6, 5-14, 5-16, 5-26, 5-27, 5-29, 5-30, 5-33, 5-34, 9-1, 9-7, 9-10, 10-3, 10-8, 10-11, 10-23, 10-25, 11-4, 11-6, 13-6, 13-7, 13-13, 24-2, 24-6, 27-7, 27-8, 32-1, 35-9, 35-21, 42-12, 42-15, 42-18, 42-19, 42-20, 42-21, 42-22, 42-25, 42-28, 42-33, 42-36, 42-40, 42-45, 42-47, 46-10, 47-7.

Collective Bargaining

9-6, 9-9, 11-4, 11-5, 23-6, 25-5, 25-6, 27-10, 42-9, 42-16, 42-17.

STUDENTS

Student Rights, Responsibilities, Regulations

2-19, 5-7, 5-10, 5-24, 5-25, 10-15, 10-18, 11-11, 20-5, 23-7, 24-7, 32-10, 32-11, 32-20, 32-26, 35-12, 35-19, 35-23, 42-13, 47-2, 47-4.

Tuition and Fees

2-1, 3-4, 3-22, 5-19, 5-21, 5-23, 9-2, 9-23, 11-7, 11-8, 16-4, 18-3, 20-2, 25-3, 27-6, 32-14, 32-30, 35-2, 35-8, 42-2, 42-7, 42-37, 47-6.

Student Aid

2-3, 2-8, 2-12, 2-13, 5-2, 5-15, 5-20, 5-32, 9-4, 9-13, 9-14, 9-19, 10-7, 10-13, 11-12, 20-6, 23-2, 32-3, 32-4, 32-5, 32-19, 32-24, 32-26, 35-5, 35-16, 35-25, 42-7, 42-8, 42-31, 42-41, 46-14, 46-20, 47-8.

ACADEMIC PROGRAMS

Curriculum

1-9, 2-2, 2-6, 2-7, 2-9, 2-10, 2-11, 2-17, 5-17, 9-2, 9-21, 10-2, 10-17, 10-19, 11-10, 11-13, 11-14, 13-12, 16-2, 18-1, 18-2, 24-9, 31-9, 32-9, 32-16, 32-17, 32-25, 32-29, 35-6, 35-7, 42-32, 42-46, 42-50, 46-9 46-16, 46-17, 46-22.

Accreditation and Certification

10-3, 25-4, 32-2, 35-17, 35-24, 46-6, 46-19.

APPENDIX C

Letter of Inquiry

September 4, 1980

Dear Colleague:

Under separate cover we recently sent two copies of the final published report on our cooperative survey of the 1979 state legislative activity, "State Legislation Affecting Community and Junior Colleges, 1979." We hope you and your staff will find it both informative and useful. Since we are always interested in identifying ways to improve this annual survey, please feel free to share your ideas, comments, or suggestions concerning this report with me.

Now that the 1979 study is completed, we are starting work on the survey and report on the 1980 state legislative activity. As usual we want to provide you with a preliminary report by the start of the 1981 sessions. The 1980 survey will be the sixth annual survey of state legislation affecting community and junior colleges sponsored jointly by the National Council of State Directors of Community and Junior Colleges and the Center for the Study of Higher Education at The Pennsylvania State University. Because the routine following the project is now well known, some information already has been sent to us as developments in various states during the 1980 sessions occurred. However, we would now like to collect more formally and systematically the legislative materials on which to build the 1980 report.

This letter, therefore, is to request your cooperation by sending us information concerning legislative developments affecting community colleges in your state during 1980. Please send information in either or both of the following forms: (1) copies of the relevant legislative bills, and (2) any readily available analyses of the 1980 legislative efforts (do not go to any new work, please). Please note that the survey each year covers both legislation enacted and that introduced to the legislature but not enacted into law, so bills that successfully passed legislative committee action should be sent along. Also, please be sure to include 1980-81 appropriation figures for community colleges and 1979-80 and 1980-81 FTE enrollment figures (actual and projected). This latter information is to update the report shown in the 1979 publication, Table 6, pages 14-15.

Finally, this year we are continuing the examination of the State Policy framework for lifelong learning that was begun in the 1979 report. To help in this, we would like to have some preliminary information about the relationship between the community, junior, or technical colleges in your state and the public schools regarding lifelong learning policies. Interest in the compiled views of state directors in this subject is increasingly evident. As usual we will produce such a compilation and provide it to you. We believe this information will be a timely service to state directors and their staff as a group, as well as to decision makers at the other levels. To these ends, I hope you will take the time yourself to complete the attached short inquiry and return it to me.

Finally, I wish to introduce to you, albeit at a distance and by mail, Mr. James K. Broomall, who will be working with me on the state legislation service (compilation, analysis, reporting, and field inquiries) to state directors during the coming year. Please relay this information to your staff who help on the project so that they and Jim can establish their working relationships smoothly. He looks forward to working with each of you and your respective staffs.

Again, thanks for your continued help.

Very cordially yours,

S. V. Martorana
Professor of Higher Education
and Research Associate

Copy to: James K. Broomall

SVM/pmd

Enclosure

APPENDIX D

Follow-Up Letter

October 4, 1980

Dear Colleague:

Work is progressing smoothly on the 1980 report on state legislation affecting community and junior colleges throughout the nation. The 1980 survey will be the sixth in the series so far produced as a service to your interests and other colleagues in the field. We need and urgently seek your cooperation to keep the work on schedule.

Earlier this month we sent you a copy of the report on 1979 state legislation and a letter in which we requested your assistance in the preparation of the 1980 study. At that time we asked for two pieces of information: (1) copies of the bills and/or synopsis of the 1980 state legislation that affect community colleges in your state, and (2) figures on the 1980-81 state appropriations and FTE figures for community colleges in your state. We also asked you to complete a brief questionnaire relating to the coordination of lifelong learning programs between the community and junior colleges and technical institutes and public schools in your states.

As of this date, we have received a completed lifelong learning questionnaire from you, but we have not received any information on legislation affecting community colleges from your state. In case the original communication was misplaced, a copy of the first letter is enclosed.

We hope you will respond to this request as soon as possible. The series of annual reports is becoming more complete and useful to the field each year. However, a full response from each state is essential for the successful completion of the 1979 compilation and analysis of state legislation. We look forward to your response.

Sincerely,

S. V. Martorana
Professor of Higher Education
and Research Associate

James Broomall
Research Assistant

SVM/JB/pmd

Enclosure

APPENDIX E

Public Policies Affecting Two-Year College-Public School Coordination of Lifelong Learning Programs (A Survey of State Directors of Community, Junior, and Technical Colleges)

Center for the Study of Higher Education
The Pennsylvania State University
in cooperation with
National Council of State Directors of
Community and Junior Colleges
August 1980

In his most recent book, The Community College: Values, Vision and Vitality, Edmund J. Gleazer, Jr., President of the American Association of Community and Junior Colleges, proposes a new role for the community college in the future. He calls for it to serve as a "nexus" or hub for lifelong learning (the idea that all adult Americans should have the opportunity and be encouraged to continue their learning throughout their lifetime). This role would by implication require increased coordination between the community college and the public school, the two most community-based educational institutions, to meet the needs of the lifelong learner. In order to help us provide sound answers to now frequent questions Gleazer's proposition has generated and are coming to us, we want to prepare a summary of (a) the existing policy framework regarding community college-public school coordination in this area and (b) new developments addressing this subject. Will you please answer the questions listed below to enable us to make a preliminary summary and report to you on this matter.

Please check a blank to answer Questions 1, 2, and 3:

As you observe developments related to community college-public school coordination in your state:

1. What is the current status of state constitutional or statutory policies touching on possible community college-public school coordination and cooperation at the local level to provide lifelong learning programs? At the state level?

a) Local Level: Nonexistent __; well established and stable __; undefined and stable __; under examination, fluid __; other (please categorize) __.

b) State Level: Nonexistent __; well established and stable __; undefined and stable __; under examination, fluid __; other (please categorize) __.

2. What is the current status of state level administrative agency policies touching on possible community college-public school coordination and cooperation at the local level to provide lifelong learning programs? At the state level?

a) Local Level: Nonexistent __; well established and stable __; undefined and stable __; under examination, fluid __; other (please categorize) __.

b) State Level: Nonexistent __; well established and stable __; undefined and stable __; under examination, fluid __; other (please categorize) __.

3. In what direction is state public policy moving in terms of possible impact on community college-public school coordination and cooperation of lifelong learning programs?

a) Statutory Policy: Toward increased coordination __; toward increased competition __; no change __.

b) Administrative Agency Policy: Toward increased coordination __; toward increased competition __; no change __.

Now, please take a few minutes to dictate a letter answering these questions:

4. What are the factors or conditions that caused you to reply as you did to Question #1?

5. What are the factors or conditions that caused you to reply as you did to Question #2?

6. What are the factors or conditions that caused you to reply as you did to Question #3?

7. During the past two or three years, what actions have been taken that bear upon community college-public school cooperation and coordination lifelong learning programs?

8. What actions are now under serious discussion or planned touching on community college-public school cooperation and coordination of lifelong learning programs?

TO HELP US FOLLOW UP; PLEASE COMPLETE BELOW:

NAME _____

POSITION _____

ADDRESS _____

_____

_____

NOTES ON THE AUTHORS

S. V. MARTORANA is research associate at the Center for the Study of Higher Education and professor of higher education in the College of Education at Penn State. Dr. Martorana has an M.A. and Ph.D. in education from the University of Chicago. Previously he has served in a number of administrative and policy-making capacities in higher education, particularly in the areas of community colleges and statewide planning and coordination. He has published numerous books, monographs, and articles in these areas, among which are College Boards of Trustees, Criteria to Establishing Two-Year Colleges (with D. Grant Morrison), State Boards Responsible for Higher Education (with Ernest V. Hollis), Managing Academic Change (with Eileen Kuhns), and Regionalism in American Postsecondary Education (with Lawrence A. Nespoli).

JAMES K. BROOMALL is a research assistant at the Center for the Study of Higher Education of The Pennsylvania State University and a doctoral candidate in higher education. He holds an M.Ed. from North Carolina State University and a B.A. from the University of Delaware. Previously he has worked in an administrative capacity for North Carolina State University and the University of North Carolina, Chapel Hill, and also has had teaching experience at Penn State. His publications include Correspondence Instruction and the Adult Student (with N. H. Loewenthal and J. Blackwelder) and Support for the Correspondence Student.

CENTER FOR THE STUDY OF HIGHER EDUCATON
THE PENNSYLVANIA STATE UNIVERSITY

THE CENTER FOR THE STUDY OF HIGHER EDUCATION was established in January 1969 to study higher education as an area of scholarly inquiry and research. Dr. Kenneth P. Mortimer, its director, is aided by a staff of twenty, including four full-time researchers and a cadre of advanced graduate students and supporting staff.

The Center's studies are designed to be relevant not only to the University and the Commonwealth of Pennsylvania but also to colleges and universities throughout the nation. The immediate focus of the Center's research falls into the broad areas of govenance, graduate and professional education, and occupational programs in two-year colleges.

SELECTED PUBLICATIONS AVAILABLE FROM THE CENTER FOR THE STUDY OF HIGHER EDUCATION

MONOGRAPHS

State Postsecondary Education Planning (1202) Commissions: A First Look, J. Leonard Salazar and S. V. Martorana, June 1978.

Regionalism in American Postsecondary Education: Concepts and Practices, S. V. Martorana and Lawrence A. Nespoli, June 1978.

Interdisciplinary Programs and Administrative Structures: Problems and Prospects for the 1980s, Caroline D. Eckhardt, June 1978.

Study, Talk, and Action, A Report of a National Conference on Regionalism and Regionalization in American Postsecondary Education, S. V. Martorana and Lawrence A. Nespoli, Editors, September 1978.

Faculty Bargaining and the Politics of Retrenchment in the Pennsylvania State Colleges 1971-1976, Mark D. Johnson and Kenneth P. Mortimer, September 1977.

Governance in Institutions with Faculty Unions: Six Case Studies, Kenneth P. Mortimer and Richard C. Richardson, Jr., May 1977.

Reflections on University Values and the American Scholar, G. Lester Anderson and Associates, June 1976.

An Assessment of Community College Staff Development Needs in the Northeastern United States, James O. Hammons and Terry H. Smith Wallace, May 1976.

Faculty Collective Bargaining Activity in Pennsylvania: The First Five Years (1970-1973). Walter J. Gershenfeld and Kenneth P. Mortimer, with the assistance of Mark D. Johnson, April 1976 (jointly with Center for Labor and Manpower Studies, Temple University).

Faculty Voting Behavior by the Temple University Collective Bargaining Elections, Kenneth P. Mortimer and Naomi V. Ross, with the assistance of Michael E. Shorr and Cheryl Toronyi, April 1975.

CUPIR: Cooperative Utilization of Private Institutional Resources: A Multifaceted Thrust for the Private Junior Colleges, S. V. Martorana, Eileen P. Kuhns, Richard M. Witter, and Alan J. Sturtz, October 1974 (jointly with the American Association of Community and Junior Colleges).

Innovative Programs in Education for the Professions, Larry L. Leslie, June 1974.

Insights into Higher Education: Selected Writings of CSHE, 1969-73, Vol. III, Curriculum, Graduate and Professional Education, Finance, Winter 1974.

Insights into Higher Education: Selected Writings of CSHE, 1969-73, Vol. II, Community College and Postsecondary Occupational Education, Winter 1974.

Insights into Higher Education: Selected Writings of CSHE, 1969-73, Vol. I. Governance, Winter 1974.

Anatomy of a Collective Bargaining Election in Pennsylvania's State-Owned Colleges, G. Gregory Lozier and Kenneth P. Mortimer, February 1974.

Variability in Faculty Perception of the Legitimacy of Decision Making at Nine Pennsylvania Institutions, David W. Leslie, November 1973.

NUMBERED REPORTS

The Organizational Features of Educational Information Centers (EICs) in Pennsylvania, William Toombs, with the assistance of Richard Dorman and Sara Honn, June 1980, Report No. 36.

State Legislation Affecting Community and Junior Colleges, 1979, S. V. Martorana and Wayne D. Smutz, June 1980, Report No. 35.

Demographic Trends for Pennsylvania 18 Year-Olds by County, Sex, and Race, Michael L. Tierney, August 1979, Report No. 34.

State Legislation Affecting Community and Junior Colleges, 1978, S. V. Martorana and Wayne D. Smutz, June 1979, Report No. 33.

Principles, Practices, and Alternatives in State Methods of Financing Community Colleges and an Approach to Their Evaluation, with Pennsylvania a Case State, S. V. Martorana and James L. Wattenbarger, February 1978, Report No. 32.

State Legislation Affecting Community and Junior Colleges, 1977, S. V. Martorana and W. D. Smutz, March 1978, Report No. 31.

The Continuing Saga of Institutes and Centers, Renee C. Friedman, May 1977, Report No. 28.

State Legislation Relating to Community and Junior Colleges, 1976, S. V. Martorana and Lawrence A. Nespoli, February 1977, Report No. 27.

Regionalism and Statewide Coordination of Postsecondary Education, S. V. Martorana and W. Gary McGuire, September 1976, Report No. 26.

Distributions of Authority and Patterns of Governance, Manuel G. Gunne and Kenneth P. Mortimer, December 1975, Report No. 25.

The Higher Education Faculty of Pennsylvania Selected Characteristics, Larry L. Leslie and James Creasy, July 1974, Report No. 24.

Pennsylvania's "State-Owned" Institutions: Some Dimensions of Degree Output, William Toombs and Stephen D. Millman, February 1973, Report No. 20.

Reports 19, 21, 22, 23, 29, 30 out of print.

CONFERENCE REPORTS

The Tenth Annual Pennsylvania Conference on Postsecondary Occupational Education: New Federal Legislation Emphasis and Postsecondary Vocational Education, S. V. Martorana, Jerry L. Wircenski, Donald E. Evans, (eds.), June 1979.

The Ninth Annual Pennsylvania Conference on Postsecondary Occupational Education: Programming Postsecondary Occupational Education, S. V. Martorana, Jerry L. Wircenski, Donald E. Evans, and Ray F. Wahl (eds.), June 1978.

The Seventh Annual Pennsylvania Conference on Postsecondary Occupational Education, Angelo C. Gillie (ed.), June 1976.

State-Local Agency and Community College Cooperation for Community Improvement: A Conference of State and Local Officials in the Middle Atlantic States, S. V. Martorana and James O. Hammons (eds.), December 1974.

BIBLIOGRAPHIES

The History of Black Higher Education in the United States: A Bibliography, Andrew E. Dinniman, October 1976.

The University and the Arts: A Preliminary Annotated Bibliography, Ann Keiffer Bragg, May 1974.

Selected Bibliography in Higher Education, August 1974.

OCCASIONAL PAPERS

A Case for Low Tuition, Larry L. Leslie, November 1974.

Journals of Education for the Professions: A Preliminary Study, Ann Keiffer Bragg and G. Lester Anderson, May 1974.

Collective Bargaining in Pennsylvania: A Summary of Collective Bargaining Agreements, Ralph L. Boyers in collaboration with Robert E. Sweitzer, August 1973.

Community College Teacher Preparation Programs in the U.S.: A Bibliography with Introductory Notes, Naomi V. Ross, August 1972.

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36

OCT 9 1981

U.Ed. 81-909